DOCUMENT RESUME

ED 318 672 SO 020 791

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TITLE Report of Student Performance: U.S. History. End of Course Testing. Spring 1989.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE 89
NOTE 54p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Course Evaluation; Curriculum Evaluation; High Schools; High School Students; *Scores; *Student Evaluation; *United States History
IDENTIFIERS *North Carolina

ABSTRACT

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report presents the results of the 1988-1989 U.S. History End-of-Course Test. Four forms of the test were administered within each classroom. Each form consisted of a core test of 60 common items, and an additional 40 items. Core scores from this 1989 test were compared with the previous year's scores (the first year the U.S. History Test was given). Students scored an average of 70% correct on the core test, an increase from the first year. Males continued to score higher than females, and white students made slightly larger gains than other ethnic groups. Children of parents educated beyond high school scored higher than others. There was some variance in scores by educational region. Average scores for school systems ranged from 32.8 to 46.7. Statewide, 73 students achieved a perfect score, and less than three percent missed no more than three test questions. Achievement across all goals appears to be consistent, indicating that teachers are covering all major periods of history and are not concentrating on a few areas at the expense of others. (AS)

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FOREWORD

U.S. History is one of the requirements for graduation from high school in North Carolina. Student performance was first assessed by the Department of Public Instruction in the 1987-88 school year. It is currently the only high school social studies course tested in the End-of-Course Testing Program, and therefore performance on the U.S. History Test is an important indicator of social studies achievement in North Carolina high schools. Statewide, the average U.S. History score increased by 2.1 points since the initial administration last year. If the gain in achievement were interpreted on a letter grade scale, the increase would be close to half of a letter grade.

The End-of-Course Testing Program was established in 1985-86 to provide comparative information about student performance and curricular information about school and school system performance on the goals and objectives outlined in the *Standard Course of Study* and the *Teacher Handbook*. By assessing student achievement in this manner, state and local educators can determine the degree to which students are meeting the expectations set forth in the *Standard Course of Study*.

Bob Etheridge
State Superintendent of Public Instruction

ABSTRACT

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. The first Algebra I End-of-Course Test was administered in 1985-86. Algebra II and Biology were added to the testing program in 1986-87 and U.S. History was added in 1987-88. Geometry and Chemistry were added in 1988-89. Other high school courses will be added in future years.

Highlights of the 1988-89 U.S. History results are as follows:

- The average score on the 60-item core test was 42.0 or 70.0 percent correct, a gain of 2.1 raw score points over the 1987-88 average. On a letter grade scale, the increase would be close to half of a letter grade.
- Average scores differed by sex, parental education, ethnic group, grade level in school, and anticipated final course grade.
- Males scored 1.3 points higher than females, but females narrowed the gap from the previous year.
- Gains were made by all ethnic groups, with white students making slightly larger gains than any other ethnic group.
- On average, students whose parents were educated beyond high school scored 4.8 to 8.6 points higher than students with less educated parents.
- Average scores varied by educational region, with the Southeast, Central, North Central, Northwest, and Western Regions scoring at or above the state average. The Northeast, South Central, and Southwest Regions scored below the state average.
- The range of average scores for school systems was 13.9 raw score points, from a low of 32.8 to a high of 46.7.
- Twenty school systems had average scores at or above 44.0 and six had average scores of 46.0 or above.
- Thirty-five school systems had average scores less than or equal to 40.0 and two had average scores below 34.0.
- Seventy-three of the 66,862 students who took the test achieved a perfect score, and 1,726 students missed no more than 3 test questions.
- Achievement across all goals appears to be consistent, indicating that teachers are covering all major periods of history and are not concentrating on a few areas at the expense of others.

Schools and school systems can identify strengths and weaknesses in their instructional programs by examining relative performance on the goals and objectives measured by the 360 items administered in 1987-88 and 1988-89.

Report of Student Performance

U. S. History

Spring 1989

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Published 1989

ACKNOWLEDGEMENTS

Development of a comprehensive report of student and school system performance in Geometry requires the effort of many individuals. We would like to thank Andrew McEachern for his careful reading of the report to verify accuracy of numbers and statements; Kevin Kirby for producing the plots; George Stubblefield for producing many of the tables; and Faye Atkinson and Stephanie Moultrie for ensuring that the final copies were made, collated, and distributed.

TABLE OF CONTENTS

	Page
Introduction	1
Characteristics of U.S. History Students	2
Student Performance on the Core Test	4
Anticipated Final Grades and Scores on the Core Test	6
Average Performance on the Curriculum Test	9

Appendix

U.S. History Core and Goal Performance in Educational Regions and Public School Systems	16
U.S. History Box and Whisker Plots of Core Scores for Educational Regions and Public School Systems	16
State Percentile Table for 1988	16
State Percentile Table for 1989	16

List of Tables

		Page
1.	North Carolina U.S. History Students Compared with 1988-89 First-Month Average Daily Membership in Eleventh and Twelfth Grades	3
	1988-1989 K-12 Pupil Membership and U.S. History Students by Ethnic Group	3
	Parental Education of Eighth-Grade and U.S. History Students	3
2.	Average Performance on U.S. History Core Test	5
3.	Average 60-Item Core Scores by Anticipated Final Grade and Percentage of Students Receiving Each Grade: U.S. History End-of-Course Test: 1989	6
4.	1989 Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test	10
5.	1989 Summary Results for U.S. History Goals and Objectives	12
Appendix		
6.	1989 Regional Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test	17
7.	1989 School System Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test	18
8.	State Percentile Table for 1988	35
9.	State Percentile Table for 1989	36

List of Figures

		Page
1.	Box and Whisker Plot of Distribution of 1989 Statewide U.S. History Core Scores with Interpretive Legend . .	4
2.	Distributions of U.S. History Core Scores by Sex -- 1989	7
3.	Distributions of U.S. History Core Scores by Ethnic Group -- 1989	7
4.	Distributions of U.S. History Core Scores by Parental Education -- 1989	8
5.	Distributions of U.S. History Core Scores by Anticipated Final Grade -- 1989	8
Appendix		
6.	Distributions of U.S. History Core Scores by Regions -- 1989	26
7.	Distributions of U.S. History Core Scores by School Systems in the Northeast Region -- 1989 . . .	27
8.	Distributions of U.S. History Core Scores by School Systems in the Southeast Region -- 1989 . . .	28
9.	Distributions of U.S. History Core Scores by School Systems in the Central Region -- 1989 . . .	29
10.	Distributions of U.S. History Core Scores by School Systems in the South Central Region -- 1989 . .	30
11.	Distributions of U.S. History Core Scores by School Systems in the North Central Region -- 1989 . .	31
12.	Distributions of U.S. History Core Scores by School Systems in the Southwest Region -- 1989 . . .	32
13.	Distributions of U.S. History Core Scores by School Systems in the Northwest Region -- 1989 . . .	33
14.	Distributions of U.S. History Core Scores by School Systems in the Western Region -- 1989 . . .	34

Introduction

North Carolina has developed six end-of-course tests and is in the process of developing additional end-of-course tests within a number of subject areas. The purposes of the tests are twofold:

1. The tests provide information about each individual student's performance relative to that of other students in North Carolina.

2. The tests provide information about school and school system achievement on the subject area goals and objectives specified in the *Standard Course of Study* and the *Teacher Handbook*.

The development of all the end-of-course tests will require many years of effort. End-of-course tests are the final product of a process which includes: curriculum development and review; statewide curriculum surveys; test specification; the writing, review, and field-testing of a large pool of test items matched to objectives in the *Teacher Handbook*; test construction using selected items from the pool; and review, field-testing, and equating of different forms of each test. Several forms of each end-of-course test are developed so that the same tests are not administered in subsequent years.

Based on statewide enrollment patterns and recommendations made by two commissions on education, the subject areas chosen for initial test development were Biology and Algebra I. Item pools for these two courses were built in the spring of 1985. The results of the item development phase indicated that the Algebra I items were sufficient in quality and quantity to merit building end-of-course tests. Additional Biology items and an item bank for Algebra II were developed during the 1985-86 school year, including field-testing in selected sites in May of 1986. In addition to Algebra I, both Biology and Algebra II End-of-Course Tests were administered statewide at the end of the 1986-87 school year. Since then, tests in additional courses have been added to the End-of-Course Testing Program at the rate of one or two a year. The State Board of Education's schedule for development of end-of-course tests through the 1991-92 school year is displayed in a chart on the final page of this report.

Although end-of-course tests for different subject areas will vary in length, 110 minutes will be sufficient for administration of the multiple-choice tests in all subjects. The State Board of Education requires that end-of-course tests be administered during 110-minute periods within the last 10 days of school, and recommends that they be administered during final exam periods. In order for scores to be returned to school systems prior to the end of the school year, the proofs portion of the Geometry Test is administered during regular class periods in the spring. Also, when implemented in 1991-92, the English II essay test may be administered during the spring for scoring to occur prior to the end of the year.

The first North Carolina U.S. History End-of-Course Test was administered at the end of the 1987-88 school year. Four forms of the U.S. History Test were administered within each classroom. Each form consisted of 60 common items (the core test) and 40 variable items. On one form the 40 variable items were new field test items intended for future use. In 1988-89, three additional forms were administered, including a new, statistically equivalent core test. Average core scores at the initial administration of the test in 1988 provide a baseline with which to compare subsequent performance. Statewide performance on the combined set of 360 items administered in 1988 and 1989 provides a standard to which school and school system achievement of goals and objectives can be compared.

Characteristics of U.S. History Students

Other North Carolina testing programs assess achievement in basic subject areas of an entire cohort or class of students. End-of-course assessments are different in two ways. First, some of the courses are offered to students at different grade levels. Second, some courses are not required of all students; the students who do take the courses are a subgroup of the total student population.

Table 1 compares certain characteristics of U.S. History students with the population of all enrolled students. The top portion of the table provides the distribution of U.S. History students at various grade levels compared with the average daily membership in those grades. U.S. History is a required course for graduation which typically is taken in the eleventh grade. Approximately 87.2 percent of the 66,862 students who took the U.S. History test were in the eleventh grade. The 9.1 percent of U.S. History students who are in the twelfth grade are primarily transfer students or students repeating the course.

The second section of Table 1 compares the ethnic composition of U.S. History classes with the ethnic composition of K-12 pupil membership.[1] The ethnic distribution in U.S. History is similar to the ethnic distribution in overall student membership. Finally, Table 1 compares parental education levels of U.S. History students with parental education levels of students in the eighth grade statewide.[2]

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[1]Obtained from Table 12, North Carolina Public Schools, *Statistical Profile 1989*.

[2]Teachers recorded education level of the most educated parent of eighth-grade students taking the California Achievement Tests in 1988-89. U.S.History students recorded education level of their most educated parent.

Table 1

North Carolina U.S. History Students[1] Compared with 1988-89 First-Month Average Daily Membership in Eleventh and Twelfth Grades

GRADE	ADM	U.S.History Students[1]	Percent of ADM	Percent of U.S.History Students
Eleventh	74,622	58,329	78.2	87.2
Twelfth	72,278	6,071	8.4	9.1
Other		2,462		3.7
TOTAL	146,900	66,862	45.5	100.0

1988-89 K-12 Pupil Membership[2] and U.S. History Students by Ethnic Group

Ethnic Group	Membership	Percent of Membership	U.S.History Students[1]	Percent of U.S. History
American Indian	17,403	1.6	1,080	1.6
Black	328,395	30.4	18,970	28.5
White	720,698	66.7	45,437	68.2
Other	13,989	1.3	1,128	1.7
TOTAL	1,080,485	100.0	66,615	100.0

Parental Education of Eighth-Grade and U.S.History Students

Parental Education	Eighth Grade Students[3]	Percent of Students[3]	U.S. History Students[1]	Percent of U.S. History
Eighth Grade or Less	2,091	2.7	894	1.4
8th to 12th	10,814	14.0	7,408	11.2
High School Graduate	31,213	40.3	19,726	29.8
More Than High School	33,345	43.0	38,082	57.6
TOTAL	77,463	100.0	66,110	100.0

[1]As identified in the 1988-1989 administration of the U. S. History End-of-Course Test.
[2]Obtained from Table 12, North Carolina Public Schools, *Statistical Profile 1989*
[3]As identified in 1988-89 administration of the California Achievement Test.

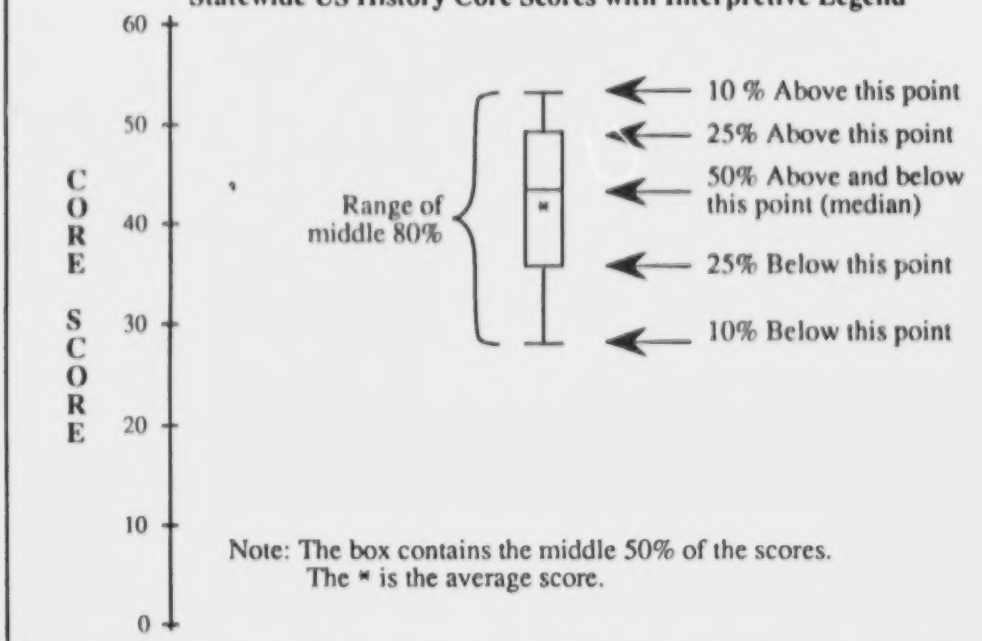
Student Performance on the Core Test

Summary scores for the 1989 core test are presented in Table 2. In 1989, the average score for the 66,862 students taking the core test was 42.0, or 70.0 percent correct. This score is 2.1 raw score points higher than the average score at the initial administration in 1988. Gains in achievement were made by males and females, all ethnic groups, and by students with all parental education levels. See the Appendix for the 1988 and 1989 state percentile distribution.

Group achievement on tests, whether for schools, school systems, or the state, is usually reported using summary numbers such as the average or median which indicate typical performance for the group. One number, whether it is the average or the median score, provides limited information about performance. *Box and whisker plots* are graphs which describe not only typical performance, but also the performance of most of the students by showing the spread of scores. Box and whisker plots allow the comparison of the high and low scores for different groups as well as the middle scores.

Figure 1 shows how to interpret the box and whisker plots using statewide U.S. History scores for 1989. The *box* represents the middle 50 percent of scores with the median represented by a horizontal line inside the box. An 'x' inside the box shows the location of the average (mean) score. The *whiskers* extend up to the 90th percentile and down to the 10th percentile. The entire figure shows the range of the middle 80 percent of scores. As can be seen in Figure 1, the middle 50 percent of U.S. History students answered between 36 and 49 (inclusive) items correctly. Approximately ten percent of the students scored above 53 and ten percent scored below 29.

Figure 1. Box and Whisker Plot of Distribution of 1989 Statewide US History Core Scores with Interpretive Legend



Note: The box contains the middle 50% of the scores.
The * is the average score.

Table 2

Average Performance on U.S. History Core Test: 1988-1989

	1988			1989		
	Number Tested	Average Score	Average Percent Correct	Number Tested	Average Score	Average Percent Correct
State	72,824	39.9	66.5	66,862	42.0	70.0
Sex						
Male	35,575	41.0	68.3	32,929	42.7	71.2
Female	37,017	38.9	64.8	33,729	41.4	69.0
Ethnic Group						
American Indian	1,065	36.3	60.5	1,080	38.4	64.0
Black	20,609	35.1	58.5	18,970	37.1	61.9
White	49,849	41.9	69.9	45,437	44.2	73.6
Other	991	41.6	69.3	1,128	42.6	71.0
Parental Education						
Less than Eighth Grade	1,003	34.6	57.7	894	35.9	59.9
Eighth to Twelfth	8,490	34.8	58.0	7,408	37.0	61.6
High School Graduate	21,520	37.4	62.4	19,726	39.7	66.1
More than Twelfth	40,804	42.5	70.9	38,082	44.5	74.2
Grade in School						
Eleven	61,579	40.3	67.2	58,329	42.4	70.7
Twelve	5,824	37.8	63.0	6,071	40.1	66.8
Other	5,421	37.0	61.7	2,462	37.9	63.2

Table 2 also shows average performance on the 60-item core test by sex, parental education, ethnic group, and grade in school. Figures 2 through 4 show the distributions of U.S. History scores by various groups using box and whisker plots.

Average performance for males was slightly higher than average performance for females, and the range of scores for females was slightly narrower than the range for males. On average, white students and 'other' students scored higher than American Indian students and black students. The average score and score distribution increased as parental education increased.

Anticipated Final Grades and Scores on the Core Test

U.S. History teachers were asked to record each student's anticipated final grade on each answer sheet after the test was administered. Final grades were recorded for 65,767 of the 66,862 U.S. History students. Table 3 gives the average scores for various grade groups on the core test and the percentages of students who were to receive the various grades for 1989. A consistent difference of 4.2 to 4.5 raw score points was observed between score averages for different anticipated final grades. This pattern is an indication of test validity in that the results parallel the grading practices of teachers. The average for 'C' students was similar to the statewide average for 1989, placing these students in the middle of the score distribution.

Table 3

Average 60-Item Core Scores by Anticipated Final Grade and Percentage of Students Receiving Each Grade*: U.S.History End-of-Course Test: 1989

Grades	Average Scores	Percentages
A	50.4	12.3
B	46.1	23.5
C	41.8	30.3
D	37.6	23.8
F	33.1	10.1

*N=65,767

Box and whisker plots for the score distributions for each letter grade are displayed in Figure 5. The plot illustrates the spread of score points within letter grades and overlap in distributions across letter grades. For example, while the typical 'D' student scored well below the typical 'C' student, more than 25 percent of 'D' students received an above average core score. In addition, the range of scores decreases as grades increase from 'F' to 'A'.

Figure 2. Distributions of US History Core Scores by Sex -- 1989

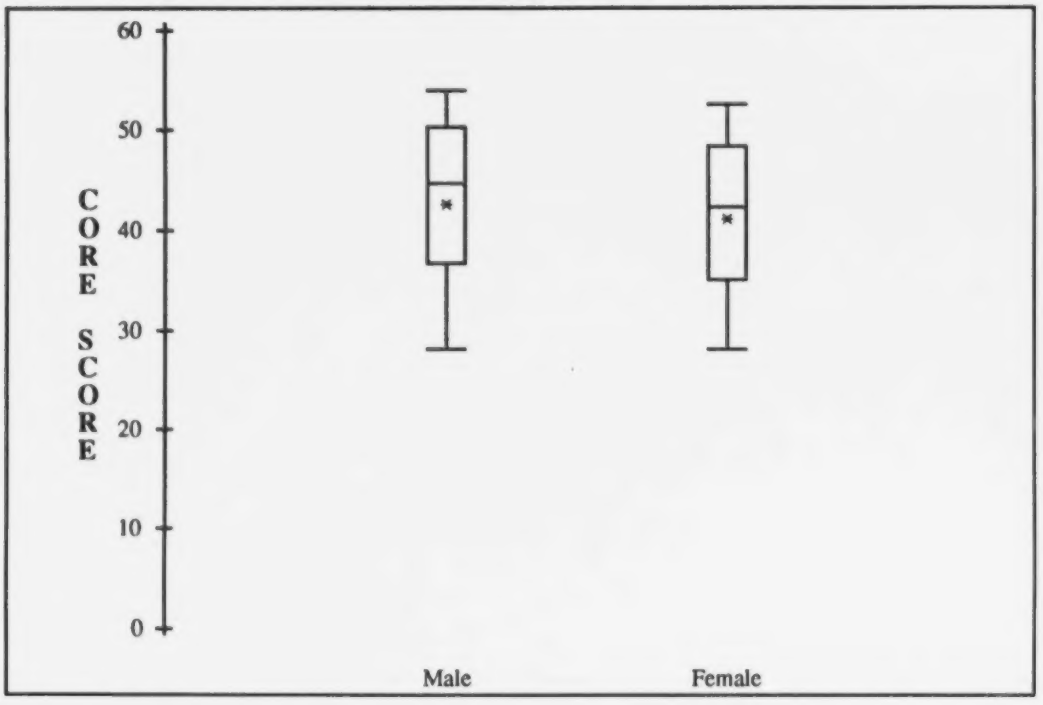


Figure 3. Distributions of US History Core Scores by Ethnic Group -- 1989

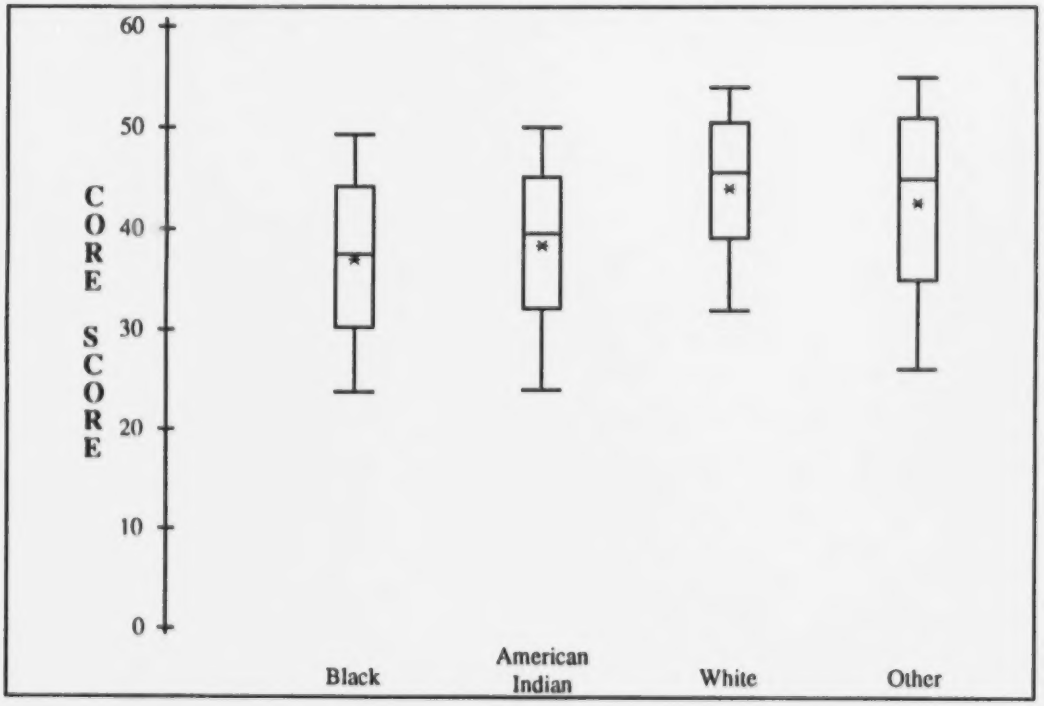


Figure 4. Distributions of US History Core Scores by Parental Education -- 1989

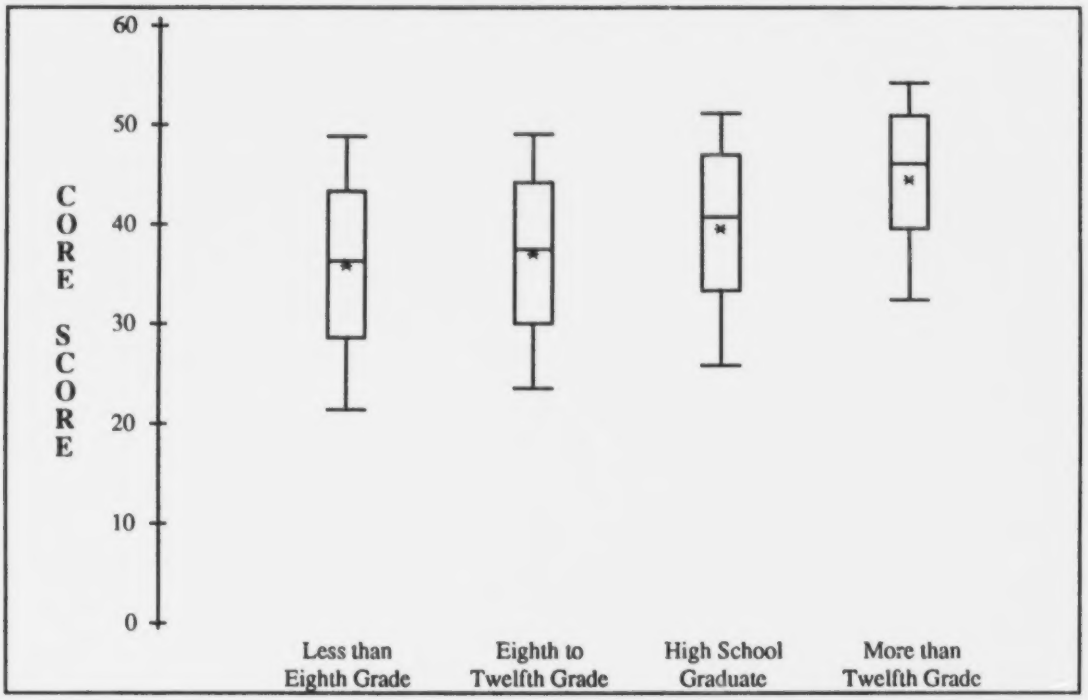
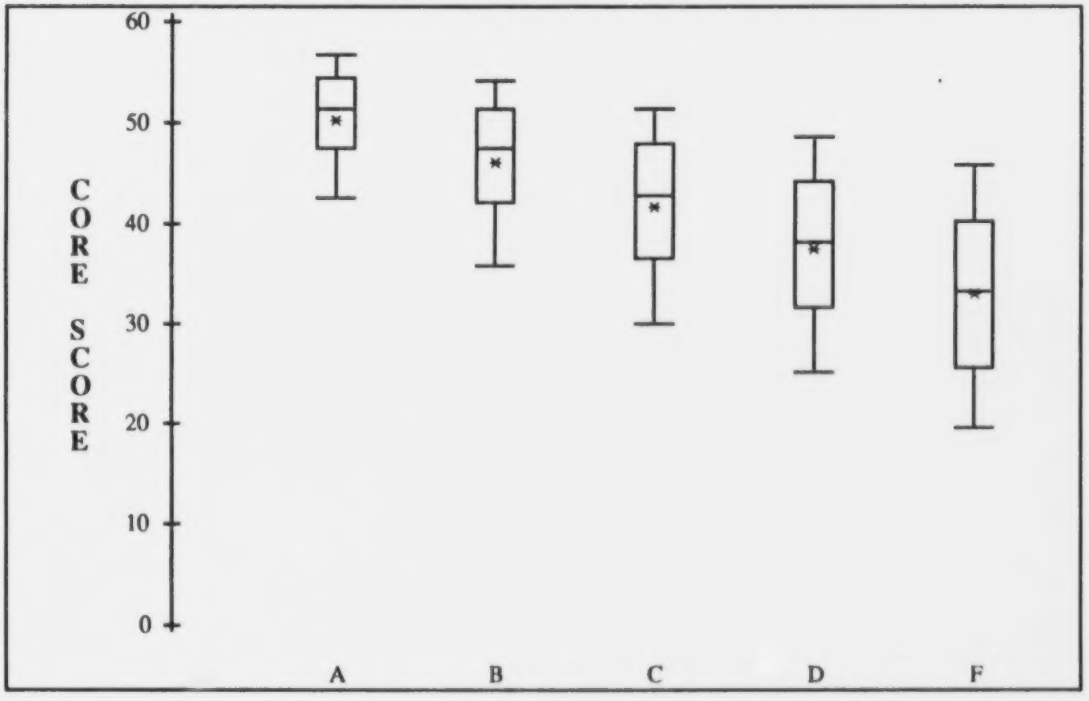


Figure 5. Distributions of US History Core Scores by Anticipated Final Grade -- 1989



Average Performance on the Curriculum Test

Table 4 shows statewide average performance on the 1989 180-item curriculum test and the 18 goals of the U.S. History curriculum. Performance on more objectives can be reported by combining average performance on the 180 items measured in 1988 and the 180 items measured in 1989 (see Table 5). Average scores for goals reported in Table 5 include items measured in both 1988 and 1989. Objectives are reported if measured by at least four items. Goal and objective scores yield important information about performance within specific areas in the curriculum. The average percentage correct of all items measured was 65.2.

The U.S. History curriculum is intended to be balanced so that at least half of instructional time is devoted to the twentieth century. The number of items in the core measuring each goal reflects this balance so that approximately 50 percent of the items measure Goals 1 through 12 and 50 percent measure Goals 13 through 18. Average performance for the first twelve goals is similar to that of the final six goals, an indication that instruction has been paced to reflect this balance.

Average performance was lowest (58.4 percent correct) on the 16 items which measured knowledge of exploration and discovery from the pre-Columbian period, but was greater than 60 percent correct on the three goals concerned with colonial and revolutionary America (Goals 2 through 4) and 79.1 percent for goal number 5 which is concerned with development of the constitution. The next two goals cover the late eighteenth century and the first half of the nineteenth century and focus on major trends, events, and problems of the "new nation" along with the development of both nationalism and sectionalism. Average performance on these two goals was 62.0 and 64.1 percent correct, respectively.

Goals 8 and 9 cover the overpowering of nationalism by sectionalism which resulted in the Civil War and the reaffirmation of the power of the national government by the end of the Civil War and reconstruction. Average performance scores were 68.1 and 67.2 respectively for these two goals. Instructional attention is turned to the industrial and business developments of the late 1800s and the settlement of the west in Goals 10 and 11. Goal 12 focuses on the late nineteenth century as a time of great social, political, and economic change and unrest. Average performance on these three goals was approximately 66 percent correct.

The first topic for the last half of the course is American foreign policy through World War I (Goal 13). Average performance on this goal was 66.0 percent, which is about the same as the average for all items. Average performance was 72.8 percent on Goal 14 in which students are taught about the "time between wars" as a period of isolationism, rapid social change, and both economic prosperity and despair. Lower average performance, 58.4 percent, occurred on Goal 15: "know the major causes, events, and results of World War II."

The final three goals cover trends and events since 1945. Performance was lower (60.9 percent correct) on the goal dealing with foreign policy (Goal 16). Average performance was above 65 percent on the final two goals covering social, economic, political and technological change since 1945.

Statewide performance across all U.S. History goals and objectives shows areas of strength and areas in which improvement is needed. However, given the broad scope of the U.S. History curriculum, average performance on the goals is consistent, indicating that in general, teachers are covering all major periods of history and are not concentrating on a few areas at the expense of others. As schools and school systems examine their own performance on these goals and objectives, they can identify patterns of strengths and weaknesses relative to statewide performance.

Table 4

1989 Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

U.S. HISTORY --- 1989

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
ALL STUDENTS TESTED																							
	66862	59	55	65	56	84	61	65	69	64	66	66	63	71	71	63	62	62	73	42.0	70.0	116.2	64.5
SEX																							
MALE	32929	63	58	66	57	83	63	64	71	64	67	69	63	72	71	65	64	62	75	42.7	71.2	118.7	65.9
FEMALE	33729	56	53	64	54	84	59	65	67	64	65	64	62	70	71	61	60	62	70	41.4	69.0	113.7	63.2
PARENTAL EDUCATION																							
LESS THAN 8TH	894	51	45	55	48	75	52	56	58	55	57	57	54	62	63	51	54	53	55	35.9	59.9	99.2	55.1
8TH TO 12TH	7408	50	46	56	48	77	52	56	59	58	57	58	56	63	64	52	55	55	57	37.0	61.6	100.9	56.1
HIGH SCHOOL	19726	55	51	61	52	81	57	60	64	61	62	63	59	68	68	58	59	59	66	39.7	66.1	109.0	60.6
MORE THAN 12TH	38082	64	60	69	60	87	65	69	74	68	70	70	66	75	75	69	66	65	79	44.5	74.2	123.6	68.7

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 4, cont'd.

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
GRADE IN SCHOOL																							
ELEVEN	58329	60	56	66	57	84	62	65	70	65	67	67	63	72	72	64	63	63	74	42.4	70.7	117.3	65.1
TWELVE	6071	56	51	61	52	81	57	60	65	61	63	63	61	69	69	60	60	58	67	40.1	66.8	110.3	61.3
OTHER	2462	54	49	59	51	76	55	58	62	58	59	60	56	65	64	56	57	54	63	37.9	63.2	104.5	58.1
ETHNIC GROUP																							
AMER.INDIAN	1080	55	51	61	52	79	55	60	63	60	61	64	59	65	67	56	56	55	61	38.4	64.0	107.1	59.5
BLACK	18970	51	46	57	50	78	52	58	60	58	58	57	57	65	63	54	55	54	55	37.1	61.9	101.8	56.6
WHITE	45437	63	59	68	59	86	65	67	73	67	70	70	65	74	75	67	66	65	80	44.2	73.6	122.3	67.9
OTHER	1128	63	59	67	56	84	63	65	72	64	67	65	65	74	70	70	66	61	70	42.6	71.0	119.6	66.4

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 5

1989 Summary Results for U.S. History Goals and Objectives

NORTH CAROLINA END-OF-COURSE TESTING PROGRAM

U.S. HISTORY --- 1988/1989

GOALS AND OBJECTIVES

		STATE
GOAL 1:	KNOW IMPORTANT DEVELOPMENTS IN AMERICAN HISTORY FROM THE PRE-COLUMBIAN PERIOD OF EXPLORATION AND DISCOVERY (16)	58.4
1.1:	LOCATE MAJOR PRE-COLUMBIAN CULTURES ON AN APPROPRIATE MAP OF THE WESTERN HEMISPHERE (2)	***
1.2:	IDENTIFY MAJOR ARTISTIC, SCIENTIFIC, AGRICULTURAL, & MATHEMATICAL CONTRIBUTIONS OF PRE-COLUMBIAN CULTURES (3)	***
1.3:	DESCRIBE REASONS FOR EUROPEAN VOYAGES OF DISCOVERY IN THE 15TH & 16TH CENTURIES (5)	52.9
1.4:	IDENTIFY THE AREAS OF EUROPEAN POLITICAL & ECONOMIC INFLUENCE IN THE AMERICAS AS OF 1700 (2)	***
1.5:	DESCRIBE & EXPLAIN DIFFERENCES BETWEEN NATIVE AMERICANS & EUROPEANS IN ATTITUDES TOWARD LAND OWNERSHIP (2)	***
1.6:	DESCRIBE HOW GEOGRAPHIC FEATURES BOTH ENCOURAGED & DISCOURAGED EUROPEAN EXPLORATION (2)	***
GOAL 2:	KNOW THAT EUROPEAN NATIONS DIFFERED IN THEIR METHODS OF COLONIZING THE AMERICAS (17)	61.0
2.1:	DESCRIBE & DISTINGUISH AMONG SPANISH, FRENCH, & BRITISH METHODS OF COLONIAL CONTROL (4)	57.1
2.2:	LOCATE ON AN APPROPRIATE MAP, AREAS CONTROLLED BY THE BRITISH, THE SPANISH, AND THE FRENCH IN 1750 (2)	***
2.3:	ANALYZE REASONS FOR BRITISH, FRENCH, & SPANISH CONFLICTS IN NORTH AMERICA (2)	***
2.4:	COMPARE & CONTRAST BRITISH, SPANISH, & FRENCH COLONIES IN TERMS OF LOCATION & MAJOR ECONOMIC ACTIVITY (5)	79.5
2.5:	STATE WAYS IN WHICH GEOGRAPHY EITHER INFLUENCED, OR DID NOT INFLUENCE, COLONIZATION (2)	***
2.6:	STATE CAUSES & RESULTS OF THE FRENCH & INDIAN WAR (2)	***
GOAL 3:	KNOW IMPORTANT ASPECTS OF LIFE IN COLONIAL AMERICA (20)	69.1
3.1:	DISTINGUISH AMONG NEW ENGLAND, MIDDLE, & SOUTHERN COLONIES IN TERMS OF ECONOMIC ACTIVITY (5)	75.5
3.2:	IDENTIFY MAJOR COLONIAL FIGURES & EVALUATE THEIR CONTRIBUTIONSTO COLONIAL LIFE (2)	***
3.3:	COMPARE & CONTRAST SOCIAL LIFE & RECREATIONAL ACTIVITY IN NEW ENGLAND, MIDDLE, & SOUTHERN COLONIES (3)	***
3.4:	DISTINGUISH BETWEEN INDENTURED SERVITUDE & SLAVERY (3)	***
3.5:	IDENTIFY EXAMPLES OF BRITISH & FRENCH CONFLICTS IN NORTH AMERICA DURING THE COLONIAL PERIOD (2)	***
3.6:	IDENTIFY THE VARIOUS NATIONAL GROUPS THAT CAME TO AMERICA DURING THE COLONIAL PERIOD (3)	***
3.7:	DISTINGUISH BETWEEN THE LIFESTYLES OF THE VARIOUS COLONIAL GROUPS (2)	***
GOAL 4:	KNOW CAUSES & EFFECTS, MAJOR EVENTS, & MAJOR PERSONALITIES OF THE REVOLUTIONARY WAR (14)	62.1
4.1:	DISTINGUISH BETWEEN IMMEDIATE & LONG-TERM REASONS FOR THE AMERICAN REVOLUTION (2)	***
4.2:	IDENTIFY MAJOR EVENTS ASSOCIATED WITH THE REVOLUTIONARY WAR (3)	***
4.3:	IDENTIFY & INDICATE THE IMPORTANCE OF MAJOR FIGURES OF THE AMERICAN REVOLUTION (5)	77.2
4.4:	IDENTIFY FACTORS WHICH WERE THE MOST IMPORTANT IN THE DEFEAT OF THE BRITISH IN THE REVOLUTIONARY WAR (2)	***
4.5:	DISCUSS THE IMPORTANCE OF THE DECLARATION OF INDEPENDENCE (2)	***
GOAL 5:	KNOW HOW THE PROBLEMS CREATED BY THE ARTICLES OF CONFEDERATION LED TO THE DEVELOPMENT OF THE CONSTITUTION (6)	79.1
5.1:	IDENTIFY THE MAJOR PROBLEMS OF THE GOVERNMENT AND ECONOMY UNDER THE ARTICLES OF CONFEDERATION (3)	***
5.2:	UNDERSTAND THE PROCESS OF HOW THE CONSTITUTION WAS WRITTEN & RATIFIED (3)	***

NOTE: THESE RESULTS ARE BASED ON THE AVERAGE PERFORMANCE OF 360 ITEMS MEASURED IN 1988 AND 1989. FOUR FORMS (1988) AND THREE FORMS (1989) OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY ITEMS WERE THE SAME ACROSS ALL FORMS (CORE) FOR A GIVEN YEAR. THE REMAINING 40 ITEMS VARIED BY FORM SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM EACH YEAR (ONE FORM IN 1988 CONTAINED FIELD TEST ITEMS WHICH WERE EXCLUDED FROM THIS REPORT). THE US HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT HALF OF THE INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 5, cont'd.

	GOALS AND OBJECTIVES, CONT'D	STATE
GOAL 6:	KNOW MAJOR TRENDS, EVENTS, & PROBLEMS OF THE "NEW NATION" (14)	62.0
6.1:	IDENTIFY STATES IN THE UNION AS OF 1789, 1800, & 1815 (2)	***
6.2:	DESCRIBE RELATIONSHIPS WITH BRITAIN & FRANCE DURING 1789-1815 (4)	61.3
6.3:	IDENTIFY PROBLEMS FACING THE NEW NATION, AND DESCRIBE HOW THEYWERE SOLVED OR LEFT UNSOLVED (3)	***
6.4:	DESCRIBE THE EFFECTS OF THE WAR OF 1812 IN TERMS OF OUR RELATIONSHIPS WITH OTHER PEOPLE (2)	***
6.5:	IDENTIFY & DESCRIBE IMPORTANT INDIVIDUALS & EVENTS THAT DEVELOPED IN THE PERIOD FROM 1789-1815 (3)	***
GOAL 7:	KNOW THAT THE PERIOD OF 1815-1850 WAS A TIME OF BOTH NATIONALISM & SECTIONALISM (22)	64.1
7.1:	UNDERSTAND THE DIFFERENCE BETWEEN SECTIONALISM & NATIONALISM (5)	56.0
7.2:	IDENTIFY STATES IN THE UNION AS OF 1815 AND 1850 (2)	***
7.3:	ASSESS THE IMPORTANCE OF THE WESTWARD MOVEMENT IN THE PERIOD 1815-1850 (3)	***
7.4:	DESCRIBE THE PHENOMENA THAT CONTRIBUTED TO THE GROWTH OF NATIONALISM AND/OR SECTIONALISM IN THE PERIOD 1815-1840 (2)	***
7.5:	IDENTIFY & STATE THE INFLUENCE THAT INDIVIDUALS HAD ON NATIONALISM OR SECTIONALISM IN THE PERIOD 1815-1850 (7)	70.6
7.6:	COMPARE & CONTRAST POLITICAL EVENTS OR ACTIONS IN TERMS OF THEIR INFLUENCE ON NATIONALISM AND/OR SECTIONALISM (3)	***
GOAL 8:	KNOW THAT SECTIONALISM OVERCAME NATIONALISM & RESULTED IN THE CIVIL WAR (21)	68.1
8.1:	ON A MAP OF THE UNITED STATES, IDENTIFY THOSE STATES CLASSIFIED AS SLAVE STATES & FREE STATES IN 1860 (3)	***
8.2:	IDENTIFY EVENTS OR CRISES LEADING TO THE SECESSION OF THE CONFEDERATE STATES OF AMERICA (4)	65.5
8.3:	DESCRIBE HOW INTERNATIONAL INVOLVEMENT CONTRIBUTED TO THE ADDITION OF NEW TERRITORIES TO THE UNITED STATES (2)	***
8.4:	DESCRIBE THE PHENOMENON OF MANIFEST DESTINY (4)	77.1
8.5:	DESCRIBE THE INFLUENCE OF SLAVERY AS AN ISSUE IN THE OPENING OF THE WEST (3)	***
8.6:	UNDERSTAND THE IMPORTANCE OF SELECTED PERSONALITIES AND EVENTS JUST BEFORE THE CIVIL WAR (2)	***
8.7:	UNDERSTAND ECONOMIC FACTORS THAT LED TO THE CIVIL WAR (3)	***
GOAL 9:	KNOW THAT THE CIVIL WAR & THE RECONSTRUCTION OF THE UNION AFFIRMED THE POWER OF THE NATIONAL GOVERNMENT (15)	67.2
9.1:	UNDERSTAND HOW STATES DIVIDED ALONG SECTIONAL LINES (2)	***
9.2:	UNDERSTAND THE CAUSES OF THE CIVIL WAR AS IMMEDIATE & LONG-TERM (4)	68.2
9.3:	RECOGNIZE THE SIGNIFICANCE OF IMPORTANT POLITICAL/MILITARY EVENTS RELATED TO THE CIVIL WAR (2)	***
9.4:	DISTINGUISH SIMILARITIES & DIFFERENCES BETWEEN PRESIDENTIAL & CONGRESSIONAL PLANS FOR RECONSTRUCTING THE SOUTH (4)	61.9
9.5:	DESCRIBE THE EFFECTS OF RECONSTRUCTION ON THE SOUTH (3)	***
GOAL 10:	KNOW MAJOR LATE 19TH-CENTURY INDUSTRIAL & BUSINESS DEVELOPMENTS (21)	66.5
10.1:	IDENTIFY THE TYPES OF BUSINESS ORGANIZATIONS THAT DEVELOPED AFTER THE CIVIL WAR (4)	64.3
10.2:	IDENTIFY THE IMPORTANCE OF TECHNOLOGICAL ADVANCES MADE IN THE LATE 19TH-CENTURY (4)	61.9
10.3:	UNDERSTAND THE IMPACT THAT INDUSTRIALISM & IMMIGRATION HAD ON AMERICAN CITIES FROM 1820-1900 (2)	***
10.4:	IDENTIFY MAJOR LATE 19TH-CENTURY INDUSTRIAL CENTERS OF THE UNITED STATES (2)	***
10.5:	UNDERSTAND THE IMPORTANCE OF THE ENTREPRENEUR IN THE DEVELOPMENT OF THE AMERICAN ECONOMY DURING THE LATTER HALF OF THE 19TH-CENTURY (4)	73.1
10.6:	UNDERSTAND MAJOR POLITICAL DEVELOPMENTS BETWEEN 1865-1900 (2)	***
10.7:	UNDERSTAND MAJOR ECONOMIC DEVELOPMENTS BETWEEN 1865-1900 (3)	***

NOTE: THESE RESULTS ARE BASED ON THE AVERAGE PERFORMANCE OF 360 ITEMS MEASURED IN 1988 AND 1989. FOUR FORMS (1988) AND THREE FORMS (1989) OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY ITEMS WERE THE SAME ACROSS ALL FORMS (CORE) FOR A GIVEN YEAR. THE REMAINING 40 ITEMS VARIED BY FORM SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM EACH YEAR (ONE FORM IN 1988 CONTAINED FIELD TEST ITEMS WHICH WERE EXCLUDED FROM THIS REPORT). THE US HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT HALF OF THE INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 5, cont'd.

	GOALS AND OBJECTIVES, CONT'D	STATE
GOAL 11:	KNOW CAUSES & EVENTS OF THE SETTLEMENT OF THE WEST (18)	67.8
11.1:	KNOW THE IMPORTANCE OF RAILROADS IN THE SETTLEMENT OF THE WEST (3)	***
11.2:	KNOW CONDITIONS FACED BY FARM FAMILIES AS THEY SETTLED IN THE WEST (2)	***
11.3:	KNOW THE MAJOR REASONS FOR VARIOUS GROUPS MOVING WEST (4)	69.0
11.4:	KNOW THE IMPACT THAT SETTLEMENT IN THE WEST HAD UPON NATIVE AMERICAN INDIANS (2)	***
11.5:	KNOW THE ROLE OF PROMINENT WOMEN & MEN IN THE SETTLEMENT OF THE WEST (3)	***
11.6:	UNDERSTAND THE ROLE OF THE CATTLE KINGDOM IN REALITY & MYTH (4)	75.8
GOAL 12:	KNOW THAT THE LATE 19TH-CENTURY WAS A TIME OF GREAT SOCIAL, POLITICAL, & ECONOMIC CHANGE & UNREST (18)	66.4
12.1:	EVALUATE RELATIONSHIPS BETWEEN GOVERNMENT & BUSINESS IN THE LATE 19TH-CENTURY, IDENTIFYING LAWS OR GOVERNMENT POLICIES WHICH ENCOURAGED THE DEVELOPMENT OF LARGE CORPORATIONS (2)	***
12.2:	DESCRIBE THE IMPORTANT RESULTS OF LATE 19TH-CENTURY IMMIGRATION (6)	74.7
12.3:	UNDERSTAND THE CAUSES, EVENTS, & EFFECTS OF THE AGRARIAN REVOLT (3)	***
12.4:	EVALUATE THE IMPORTANCE OF EFFORTS OF LABOR TO ORGANIZE INTO UNIONS (3)	***
12.5:	EVALUATE THE INFLUENCE OF THE PROGRESSIVE MOVEMENT (4)	60.6
GOAL 13:	KNOW MAJOR CAUSES & EVENTS OF AMERICAN FOREIGN POLICY IN THE PERIOD 1865-1920 (31)	66.0
13.1:	DESCRIBE HOW IMPERIALISM INFLUENCED UNITED STATES FOREIGN POLICY AT THE TURN OF THE CENTURY (7)	69.2
13.2:	LOCATE ON A MAP GENERAL AREAS HELD IN COLONIAL CONTROL BY THE UNITED STATES IN 1910 (3)	***
13.3:	EVALUATE UNITED STATES CONDUCT AS AN IMPERIAL POWER (3)	***
13.4:	STATE REASONS WHY THE UNITED STATES PROPOSED TO REMAIN NEUTRAL DURING WORLD WAR I (3)	***
13.5:	DESCRIBE REASONS WHY THE UNITED STATES ENTERED WORLD WAR I (4)	71.6
13.6:	EVALUATE THE EFFECTS OF WORLD WAR I ON THE UNITED STATES & EUROPE (5)	56.8
13.7:	ASSESS THE IMPACT OF THE UNITED STATES' RETREAT INTO ISOLATION AT THE END OF WORLD WAR I (3)	***
13.8:	UNDERSTAND THE MILITARY ROLE OF THE UNITED STATES IN WORLD WAR I (3)	***
GOAL 14:	KNOW THAT THE "TIME BETWEEN WARS" (1920-1940) WAS A TIME OF ISOLATION & DISILLUSIONMENT WITH INTERNATIONAL INVOLVEMENTS, OF RAPID SOCIAL CHANGE, AND OF BOTH ECONOMIC PROSPERITY & DESPAIR (34)	72.8
14.1:	STATE THE EXTENT TO WHICH DIFFERENT SEGMENTS OF AMERICA PARTICIPATED IN THE PROSPERITY OF THE EARLY 1920S (4)	59.5
14.2:	DESCRIBE THE ISOLATION & DISILLUSIONMENT WITH INTERNATIONAL AFFAIRS THAT THE UNITED STATES FELT FOLLOWING WORLD WAR I (3)	***
14.3:	DESCRIBE THE FACTORS CONTRIBUTING TO THE "GREAT DEPRESSION" (7)	81.0
14.4:	ANALYZE THE EFFECTS THAT MOVEMENTS AND FADS HAD ON 1920S LIFESTYLES (6)	76.1
14.5:	IDENTIFY IMPORTANT NEW DEAL ACTIVITIES & GOVERNMENT REFORM MEASURES (6)	68.9
14.6:	IDENTIFY NEW DEAL LEGISLATION THAT ADDRESSED PROBLEMS IN THE SOCIAL & ECONOMIC COMMUNITIES (2)	***
14.7:	EVALUATE THE EFFECTS OF NEW DEAL LEGISLATION ON EFFORTS TO ORGANIZE WORKERS (3)	***
14.8:	EVALUATE THE LONG TERM INFLUENCE OF NEW DEAL POLICIES ON THE ECONOMIC, SOCIAL, & POLITICAL INSTITUTIONS IN THE UNITED STATES (3)	***
GOAL 15:	KNOW MAJOR CAUSES, EVENTS, & RESULTS OF WORLD WAR II (34)	58.4
15.1:	KNOW HOW WORLD WAR I & ITS AFTERMATH LED TO WORLD WAR II (3)	***
15.2:	DESCRIBE REASONS FOR ADOLF HITLER'S RISE TO POLITICAL POWER (3)	***
15.3:	KNOW THAT THE 1930S WAS A PERIOD OF EXPANSION OF TOTALITARIAN GOVERNMENTS (6)	63.4
15.4:	DISCUSS THE ACTS LEADING TO THE OUTBREAK OF WORLD WAR II IN EUROPE (3)	***
15.5:	KNOW THOSE AREAS CONTROLLED BY GERMANY, ITALY, & JAPAN AS OF 1942 (2)	***
15.6:	DESCRIBE THE STEPS WHICH PRECEDED THE UNITED STATES' ENTRY INTO WORLD WAR II (4)	51.3

NOTE: THESE RESULTS ARE BASED ON THE AVERAGE PERFORMANCE OF 360 ITEMS MEASURED IN 1988 AND 1989. FOUR FORMS (1988) AND THREE FORMS (1989) OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY ITEMS WERE THE SAME ACROSS ALL FORMS (CORE) FOR A GIVEN YEAR. THE REMAINING 40 ITEMS VARIED BY FORM SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM EACH YEAR (ONE FORM IN 1988 CONTAINED FIELD TEST ITEMS WHICH WERE EXCLUDED FROM THIS REPORT). THE US HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT HALF OF THE INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 5, cont'd.

	GOALS AND OBJECTIVES, CONT'D	STATE
15.7:	DESCRIBE THE EFFECTS OF WORLD WAR II ON SOCIAL & ECONOMIC GROUPS IN THE UNITED STATES (7)	59.2
15.8:	DESCRIBE SELECTED MILITARY EVENTS FROM WORLD WAR II & DISCUSS THE MILITARY IMPORTANCE OF EACH (4)	58.7
15.9:	DESCRIBE POSTWAR EUROPE & THE ORGANIZATIONS ESTABLISHED TO MAINTAIN PEACE (2)	***
GOAL 16:	KNOW THE MAJOR EVENTS, THEIR CAUSES, & THEIR EFFECTS ON THE FOREIGN POLICY OF THE UNITED STATES SINCE 1945 (36)	60.9
16.1:	DESCRIBE THE EXPANSION OF COMMUNISM/SOCIALISM FROM 1945-1960 (3)	***
16.2:	IDENTIFY THE MAJOR WORLD EVENTS FROM THE "COLD WAR" ERA & EVALUATE THEIR IMPACT ON THE UNITED STATES (3)	***
16.3:	IDENTIFY & EXPLAIN THE IMPORTANCE OF THE MAJOR POLITICAL FIGURES & EVENTS OF THE KOREAN WAR ERA (4)	61.1
16.4:	EVALUATE THE FOREIGN POLICY DILEMMAS FACED BY THE UNITED STATES IN ITS THIRST FOR OIL (2)	***
16.5:	KNOW THE IMPORTANCE OF THE MILITARY/POLITICAL ALLIANCES IN THE COLD WAR PERIOD (2)	***
16.6:	IDENTIFY THE MAJOR FIGURES OF THE COLD WAR ERA & ASSESS THEIR IMPACT ON THIS PERIOD (5)	53.1
16.7:	KNOW THE IMPORTANT PERSONS & EVENTS DURING THE "MCCARTHY ERA" (5)	65.5
16.8:	IDENTIFY AND DISCUSS THE MAJOR CAUSES, EFFECTS, POLITICAL FIGURES, & EVENTS OF THE VIETNAM WAR EFFORT (4)	56.2
16.9:	ASSESS THE EFFECTS OF THE VIETNAM WAR ON AMERICAN SOCIETY (8)	64.4
GOAL 17:	KNOW THAT THE YEARS SINCE 1945 HAVE BEEN A TIME OF GREAT SOCIAL, ECONOMIC, & POLITICAL CHANGE (16)	65.6
17.1:	ANALYZE THE COURSE OF THE AMERICAN ECONOMY SINCE WORLD WAR II, WITH EMPHASIS ON CYCLICAL PERIODS OF GROWTH & DECLINE, AND THE REASONS FOR THESE ECONOMIC UP-SWINGS & DOWN-TURNS (2)	***
17.2:	DESCRIBE THE SOCIAL CHANGES OCCURRING IN THE UNITED STATES BEGINNING WITH WORLD WAR II (7)	67.0
17.3:	EVALUATE A LIST OF THE MAJOR POLITICAL CHANGES & EVENTS FROM 1950-1980 (4)	61.5
17.4:	IDENTIFY & EVALUATE MAJOR CIVIL RIGHTS EVENTS & MOVEMENTS FROM THE PAST 30 YEARS (3)	***
GOAL 18:	KNOW THAT THE POST WORLD WAR II YEARS HAVE BEEN A PERIOD OF GREAT TECHNOLOGICAL CHANGE (7)	70.7
18.1:	IDENTIFY & ASSESS THE IMPORTANCE OF THE TECHNOLOGICAL CHANGES OCCURRING IN THE POST WORLD WAR II YEARS (7)	70.7
	PERCENT CORRECT ALL ITEMS (360)	65.2
	AVERAGE SCORE ALL ITEMS (360)	234.7
	NUMBER OF STUDENTS TESTED 1988	72824
	NUMBER OF STUDENTS TESTED 1989	66862

NOTE: THESE RESULTS ARE BASED ON THE AVERAGE PERFORMANCE OF 360 ITEMS MEASURED IN 1988 AND 1989. FOUR FORMS (1988) AND THREE FORMS (1989) OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY ITEMS WERE THE SAME ACROSS ALL FORMS (CORE) FOR A GIVEN YEAR. THE REMAINING 40 ITEMS VARIED BY FORM SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM EACH YEAR (ONE FORM IN 1988 CONTAINED FIELD TEST ITEMS WHICH WERE EXCLUDED FROM THIS REPORT). THE US HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT HALF OF THE INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

APPENDIX

U.S. History Core and Goal Performance in Educational Regions and Public School Systems

Table 6 presents average performance on the 60-item core test, the 180-item curriculum test, and the 18 goals of U.S. History for the eight educational regions. Average core scores between educational regions differed by no more than 2.8 raw score points.

Average performance on the U.S. History test for the public school systems is listed in Table 7. School systems are arranged by educational region.

U.S. History Box and Whisker Plots of Core Scores for Educational Regions and Public School Systems

Figure 6 displays the distributions of core scores for the eight educational regions using box and whisker plots. Public school system box and whisker plots are presented in Figures 7 through 14. See the interpretive legend in Figure 1 on page 4.

State Percentile Tables for 1988 and 1989

Tables 8 and 9 give summary statistics, the score distribution, and state percentiles for 1988 and 1989.

Table 6

1989 Regional Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
NORTHEAST	3860	58	55	64	56	83	60	63	67	62	64	66	62	70	70	60	60	59	67	40.9	68.2	113.1	62.9
SOUTHEAST	7891	58	55	65	58	85	60	65	68	64	66	67	63	71	71	63	62	62	71	42.0	70.0	116.1	64.5
CENTRAL	11052	61	57	66	57	85	63	69	71	66	68	66	65	74	72	66	65	63	72	43.2	72.0	119.5	66.4
SOUTH CENTRAL	8742	57	52	63	55	82	58	64	66	62	63	64	61	69	68	59	59	58	67	40.4	67.4	111.5	62.0
NORTH CENTRAL	10334	60	55	65	56	84	62	65	70	65	68	67	64	72	72	64	64	63	74	42.8	71.3	117.6	65.3
SOUTHWEST	12335	59	55	65	54	82	60	63	69	64	65	64	62	70	71	63	62	62	74	41.5	69.2	115.1	63.9
NORTHWEST	6633	61	56	65	56	84	62	64	70	65	68	70	63	72	73	65	63	64	76	42.6	71.0	118.1	65.6
WESTERN	6015	62	57	66	54	84	62	63	69	64	65	67	61	70	72	63	63	62	77	42.1	70.1	116.4	64.7

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7

1989 School System Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

REGION NORTHEAST

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
BEAUFORT COUNTY	278	60	54	65	56	83	61	65	68	63	62	67	59	67	67	59	62	60	69	41.3	68.8	113.1	62.8
WASHINGTON CITY	267	64	56	63	51	87	60	68	66	61	69	65	67	70	72	61	61	64	73	42.7	71.1	116.1	64.5
BERTIE COUNTY	277	53	45	52	42	71	46	45	56	52	50	50	46	55	57	47	49	46	57	32.8	54.7	90.7	50.4
CAMDEN COUNTY	78	53	57	65	54	91	64	64	74	68	70	62	61	76	73	66	59	64	73	42.7	71.2	117.6	65.4
CHOWAN COUNTY	144	58	57	67	61	87	61	64	71	65	68	71	61	68	72	61	60	63	72	41.6	69.3	116.8	64.9
CURRITUCK COUNTY	135	63	52	68	56	89	66	65	71	59	67	74	61	76	75	62	69	58	75	43.3	72.2	119.7	66.5
DARE COUNTY	211	70	69	73	64	88	68	70	73	69	72	81	69	78	76	72	65	65	83	46.2	76.9	129.4	71.9
GATES COUNTY	131	59	55	64	54	82	58	62	65	61	58	62	64	73	65	58	56	54	68	38.9	64.8	110.4	61.3
HERTFORD COUNTY	262	54	48	56	45	80	53	57	58	57	58	59	54	66	65	54	52	52	56	37.0	61.7	101.6	56.4
HYDE COUNTY	70	46	46	58	48	81	49	61	60	53	55	62	59	60	66	46	50	53	50	35.0	58.4	99.3	55.2
MARTIN COUNTY	331	54	53	62	50	83	60	62	64	59	61	65	60	69	67	56	59	58	66	40.3	67.1	110.1	61.1
PASQUOTANK COUNTY	315	57	54	66	54	85	63	64	72	65	59	67	61	72	72	65	63	59	70	41.9	69.9	116.1	64.5
PERQUIMANS COUNTY	112	55	59	65	57	84	61	62	66	64	65	70	67	69	70	57	63	62	66	42.3	70.5	115.2	64.0
PITT COUNTY	1008	60	58	66	63	86	62	69	70	65	69	69	67	73	74	63	62	63	68	43.2	72.0	119.7	66.5
TYRRELL COUNTY	54	54	49	57	54	73	59	56	66	59	65	60	53	69	67	53	55	57	65	38.9	64.8	105.9	58.8
WASHINGTON COUNTY	187	51	49	60	51	79	58	53	62	56	59	62	57	64	63	55	59	52	56	37.5	62.5	104.1	57.9

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION SOUTHEAST

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
BRUNSWICK COUNTY	532	59	55	66	58	85	61	64	69	62	64	67	60	66	69	61	57	58	71	41.4	68.9	113.5	63.0
CARTERET COUNTY	476	61	57	64	57	85	60	63	67	67	69	73	64	75	75	68	65	64	73	43.5	72.5	119.7	66.5
NEW BERN-CRAVEN	863	61	58	67	60	87	62	65	71	66	67	70	66	73	72	66	64	65	73	43.4	72.3	120.1	66.7
DUPLIN COUNTY	547	56	53	63	59	83	60	64	66	64	66	65	64	70	71	62	61	62	67	41.5	69.2	114.3	63.5
GREENE COUNTY	166	51	47	64	58	86	55	67	69	65	65	58	61	64	69	55	59	57	64	39.1	65.2	109.8	61.0
JONES COUNTY	93	48	46	65	59	84	58	72	66	65	67	58	64	73	72	65	61	56	63	40.9	68.2	113.7	63.2
LENOIR COUNTY	413	54	53	62	56	80	56	60	64	64	65	69	61	68	70	61	60	66	69	40.6	67.7	112.3	62.4
KINSTON CITY	284	54	52	66	55	86	60	66	68	64	66	63	63	68	70	60	58	60	64	40.8	68.0	113.0	62.8
NEW HANOVER COUNT	1226	62	59	69	64	86	65	69	73	69	69	70	66	75	74	70	65	67	78	44.3	73.9	123.6	68.7
ONSLOW COUNTY	1055	58	56	65	56	84	60	64	69	62	66	66	63	72	71	61	61	61	72	41.7	69.4	115.3	64.1
PAMLICO COUNTY	146	54	54	63	50	84	60	59	64	59	60	63	58	67	69	61	59	59	67	39.9	66.4	109.7	61.0
PENDER COUNTY	347	54	53	62	58	87	59	66	68	63	63	68	60	68	67	56	59	60	68	41.2	68.7	111.6	62.0
SAMPSON COUNTY	457	59	53	65	59	84	60	65	69	64	66	68	65	70	73	62	63	60	68	42.1	70.2	116.1	64.5
CLINTON CITY	161	61	58	66	54	86	63	67	67	65	67	68	63	74	65	56	56	55	67	41.0	68.3	114.3	63.5
WAYNE COUNTY	845	57	53	64	57	85	59	64	67	64	68	68	64	70	72	60	63	62	69	41.6	69.4	115.4	64.1
GOLDSBORO CITY	280	48	47	56	51	78	52	58	58	56	60	56	56	65	63	52	53	49	58	37.1	61.8	100.6	55.9

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION CENTRAL

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
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9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
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16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
DURHAM COUNTY	1220	63	60	68	58	84	65	68	74	67	70	70	65	76	74	70	69	64	78	44.4	74.0	123.5	68.6
DURHAM CITY	360	53	49	59	49	75	54	61	61	60	59	57	59	65	63	57	57	55	57	38.7	64.5	104.7	58.1
EDGECOMBE COUNTY	325	55	48	58	49	85	50	58	62	59	59	61	60	62	62	55	56	53	58	37.9	63.1	103.6	57.5
TARBORO CITY	174	55	52	58	50	84	64	60	68	66	63	62	58	69	72	63	61	59	68	41.4	69.0	111.7	62.0
FRANKLIN COUNTY	323	55	50	63	56	83	58	66	68	66	63	65	62	73	71	64	60	58	68	41.6	69.3	113.9	63.3
FRANKLINTON CITY	106	43	44	53	52	83	55	57	58	56	57	54	58	60	62	53	53	52	62	36.4	60.7	98.7	54.8
GRANVILLE COUNTY	417	58	51	64	56	83	60	68	68	66	70	68	66	75	69	65	63	63	66	42.0	70.0	117.2	65.1
HALIFAX COUNTY	376	46	44	57	44	75	48	57	56	54	56	59	57	58	59	46	53	53	45	33.9	56.6	96.1	53.4
ROANOKE RPDS CITY	181	65	62	70	61	91	63	73	69	67	68	68	65	78	76	70	65	57	86	45.4	75.6	123.7	68.7
WELDON CITY	87	56	52	60	56	73	50	62	60	59	61	64	55	61	65	51	56	55	59	37.4	62.3	104.7	58.2
JOHNSTON COUNTY	990	59	56	64	56	84	63	67	67	66	65	66	63	70	71	63	63	64	73	42.2	70.3	116.4	64.6
NASH COUNTY	755	61	54	63	54	83	59	65	68	66	67	65	64	73	73	62	62	62	68	41.9	69.8	116.2	64.5
ROCKY MOUNT CITY	264	62	57	64	53	89	64	68	68	63	67	64	67	74	73	63	60	59	67	42.7	71.2	117.1	65.1
NORTHAMPTON COUNT	253	56	49	63	58	83	60	60	61	61	60	58	55	64	66	59	56	60	65	39.8	66.3	107.8	59.9
VANCE COUNTY	467	55	54	59	53	80	54	62	63	61	61	59	62	69	65	56	57	55	60	38.8	64.7	107.7	59.8
WAKE COUNTY	3847	65	63	71	62	88	70	75	77	71	74	69	71	80	77	74	71	69	81	46.6	77.7	129.6	72.0
WARREN COUNTY	202	53	45	59	50	75	60	61	66	59	61	62	56	64	59	50	48	50	54	37.3	62.1	102.3	56.8
WILSON COUNTY	705	61	57	65	58	88	62	68	73	66	71	67	68	77	73	66	63	66	73	43.8	72.9	120.8	67.1

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION SOUTH CENTRAL

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
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5: PROBLEMS LEADING TO THE CONSTITUTION
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8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
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11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
BLADEN COUNTY	410	53	47	59	55	79	58	60	61	54	62	63	56	64	62	53	57	55	66	38.8	64.6	104.6	58.1
COLUMBUS COUNTY	533	55	50	62	53	81	56	60	63	62	61	64	58	64	67	51	57	56	64	38.8	64.7	106.9	59.4
WHITEVILLE CITY	186	58	53	64	55	84	60	67	66	64	67	64	60	69	71	55	58	61	73	41.6	69.3	112.9	62.7
CUMBERLAND COUNTY	2903	59	54	66	56	85	60	66	68	63	65	65	64	71	69	62	61	58	70	41.5	69.2	114.9	63.8
HARNETT COUNTY	738	54	52	64	58	83	57	66	65	64	65	65	62	68	70	57	57	59	68	40.7	67.9	111.8	62.1
HOKE COUNTY	288	52	49	60	53	79	56	62	63	57	55	59	56	69	66	59	57	54	59	38.7	64.5	106.1	58.9
LEE COUNTY	464	62	56	64	57	84	61	66	69	68	67	67	64	72	72	63	61	62	75	42.0	69.9	117.3	65.1
MONTGOMERY COUNTY	261	66	62	69	62	86	63	73	72	67	71	71	68	75	79	69	70	69	75	46.7	77.9	126.2	70.1
MOORE COUNTY	572	58	53	63	57	83	62	69	70	63	64	64	61	71	69	60	61	61	72	42.0	70.0	114.5	63.6
RICHMOND COUNTY	465	54	49	57	47	69	53	57	61	56	58	56	54	62	59	55	53	54	63	36.3	60.6	100.5	55.9
ROBESON COUNTY	868	53	47	59	52	78	53	58	62	58	59	61	56	64	64	54	54	54	59	37.3	62.1	103.3	57.4
FAIRMONT CITY	130	58	49	62	51	86	56	56	57	58	56	58	58	60	65	51	56	54	55	37.5	62.4	104.3	58.0
LUMBERTON CITY	261	59	57	64	61	83	59	65	70	69	68	68	65	76	72	64	66	62	71	42.5	70.9	119.2	66.2
RED SPRINGS	117	49	50	60	51	75	53	62	60	59	54	54	52	65	64	49	55	45	52	35.9	59.8	101.1	56.2
SAINT PAULS CITY	91	56	56	64	67	86	53	63	69	65	62	67	63	68	71	62	59	59	64	41.2	68.6	114.2	63.4
SCOTLAND COUNTY	455	52	49	62	52	85	60	67	68	62	64	63	61	69	72	61	62	62	66	40.9	68.1	112.6	62.6

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION NORTH CENTRAL

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
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16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	0	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	100	100
ALAMANCE COUNTY	819	60	54	65	54	82	58	61	68	64	65	65	62	71	72	62	62	59	69	41.2	68.7	114.3	63.5
BURLINGTON CITY	490	60	56	63	59	85	66	69	70	68	66	64	67	76	73	66	70	69	76	44.0	73.3	121.0	67.2
CASWELL COUNTY	247	51	46	58	51	78	54	56	63	59	59	57	54	66	69	57	56	60	64	38.2	63.7	104.6	58.1
CHATHAM COUNTY	384	61	56	67	59	87	64	63	71	67	69	66	69	72	70	63	63	64	73	42.5	70.8	118.8	66.0
DAVIDSON COUNTY	1049	60	54	62	52	80	60	63	66	64	65	67	62	71	71	63	62	64	75	42.2	70.4	114.7	63.7
LEXINGTON CITY	198	60	52	64	60	81	62	66	72	66	66	67	62	73	71	68	62	63	69	42.3	70.5	117.5	65.3
THOMASVILLE CITY	135	51	52	64	55	84	56	56	64	63	63	60	52	60	67	58	57	52	64	37.5	62.6	106.3	59.0
FORSYTH COUNTY	312	57	52	60	51	76	54	56	63	57	63	58	57	68	68	59	58	55	63	39.0	65.1	106.9	59.4
GUILFORD COUNTY	1610	62	59	68	59	86	64	67	73	66	72	73	67	73	74	66	64	64	80	44.4	74.1	122.1	67.8
GREENSBORO CITY	1221	61	56	67	59	85	65	68	71	68	69	67	66	75	72	68	66	65	75	43.7	72.9	120.9	67.2
HIGH POINT CITY	476	59	57	68	57	83	63	69	71	65	70	71	68	75	72	67	66	67	70	43.4	72.3	121.0	67.2
ORANGE COUNTY	280	66	58	69	61	88	67	71	71	66	70	72	63	71	74	65	63	65	73	46.0	76.6	121.8	67.7
CHAPEL HILL CITY	295	66	62	71	57	88	65	71	83	77	72	68	59	70	73	71	70	63	82	44.8	74.7	125.1	69.5
PERSON COUNTY	373	59	54	67	58	86	61	66	71	66	68	66	64	73	71	62	62	61	76	42.2	70.3	117.4	65.2
RANDOLPH COUNTY	825	64	58	67	58	87	64	68	72	67	68	72	65	76	74	66	66	67	81	44.2	73.7	122.2	67.9
ASHEBORO CITY	206	66	57	64	59	85	69	67	72	65	67	65	69	76	73	71	70	67	78	44.6	74.4	122.7	68.2
ROCKINGHAM COUNTY	219	56	52	61	50	82	57	63	66	58	62	64	60	67	69	56	55	54	68	39.8	66.3	108.8	60.4
EDEN CITY	248	60	55	67	52	85	60	60	66	67	70	67	60	69	68	63	66	64	75	41.5	69.2	115.5	64.1
WEST. ROCKINGHAM	238	59	56	67	56	82	61	68	73	60	68	70	67	73	74	64	63	65	72	43.3	72.2	118.8	66.0
REIDSVILLE CITY	255	54	51	60	51	80	53	59	62	60	63	64	60	66	69	56	57	58	66	39.0	64.9	107.5	59.7
STOKES COUNTY	454	56	46	58	54	84	58	52	65	57	60	65	61	65	70	58	59	60	73	40.6	67.7	108.3	60.2

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION SOUTHWEST

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
ANSON COUNTY	300	50	42	56	47	72	52	54	58	60	59	55	57	64	63	54	53	51	57	36.0	60.0	99.3	55.1
CABARRUS COUNTY	879	62	56	69	56	86	62	67	73	66	69	70	65	73	72	66	66	64	78	43.4	72.4	120.5	66.9
KANNAPOLIS CITY	263	57	50	63	55	81	60	62	66	63	64	62	62	67	72	59	59	63	71	40.7	67.8	111.8	62.1
CLEVELAND COUNTY	506	54	53	64	54	81	58	62	66	65	62	65	62	65	71	59	62	64	70	40.8	68.0	112.3	62.4
KINGS MTN. CITY	210	63	56	60	48	86	62	65	65	63	65	62	62	68	73	60	56	61	74	39.9	66.5	112.7	62.6
SHELBY CITY	224	56	52	63	49	81	60	65	70	65	72	67	67	72	73	63	63	65	68	41.1	68.5	116.2	64.5
GASTON COUNTY	2083	57	53	64	52	81	59	61	66	62	64	60	60	70	70	62	60	60	73	40.5	67.5	111.9	62.1
LINCOLN COUNTY	606	57	51	62	48	79	56	61	63	61	64	62	60	67	68	57	59	60	73	40.2	67.1	109.3	60.7
MECKLENBURG COUNT	4670	60	56	65	53	82	61	62	69	64	66	63	62	71	71	64	62	62	73	41.5	69.2	115.3	64.1
ROWAN COUNTY	882	60	53	65	50	83	58	65	72	66	64	68	63	72	73	62	64	64	77	42.4	70.6	117.1	65.1
SALISBURY CITY	156	56	50	59	49	76	57	61	66	61	60	60	60	71	70	64	63	61	71	39.5	65.8	110.8	61.6
STANLY COUNTY	428	62	57	66	60	82	63	66	69	65	63	67	63	71	71	66	65	64	77	42.7	71.1	118.2	65.6
ALBEMARLE CITY	138	55	53	63	54	84	64	66	64	68	58	63	60	71	72	62	62	65	70	41.4	69.0	113.6	63.1
UNION COUNTY	806	66	61	70	60	88	66	70	75	71	71	72	64	76	76	70	65	68	81	45.2	75.3	125.5	69.7
MONROE CITY	184	63	54	66	56	86	54	69	71	66	69	70	64	75	72	65	66	61	68	43.0	71.7	118.8	66.0

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION NORTHWEST

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
ALEXANDER COUNTY	43	67	53	64	50	89	57	54	62	54	63	60	53	63	71	61	55	52	73	39.6	66.0	108.2	60.1
ALLEGHANY COUNTY	120	58	51	63	50	81	60	61	69	65	66	76	67	71	72	60	65	65	75	41.7	69.5	116.2	64.6
ASHE COUNTY	225	58	55	63	51	85	58	62	67	69	65	70	65	72	76	69	62	65	78	42.3	70.5	117.5	65.3
AVERY COUNTY	172	62	55	61	51	75	60	56	67	61	62	65	57	66	70	64	57	60	71	40.1	66.9	110.8	61.6
BURKE COUNTY	773	58	55	64	56	82	59	61	72	65	66	70	57	71	73	64	64	65	73	41.8	69.7	116.3	64.6
CALDWELL COUNTY	700	60	55	66	58	87	63	64	72	65	67	72	63	72	77	66	66	68	79	43.1	71.9	120.2	66.8
CATAWBA COUNTY	874	61	54	66	55	84	63	66	69	66	69	74	65	74	71	64	64	61	75	42.9	71.4	118.6	65.9
HICKORY CITY	247	64	61	68	60	87	64	69	71	70	75	71	70	78	76	70	69	72	82	45.0	75.0	126.1	70.1
NEWTON CITY	160	59	54	62	52	83	62	66	72	70	64	67	60	73	74	62	64	63	74	41.2	68.7	116.5	64.7
DAVIE COUNTY	290	63	61	70	61	88	69	69	74	71	73	72	69	81	75	74	72	72	81	46.0	76.7	127.9	71.1
IREDELL COUNTY	679	61	54	63	56	81	59	62	66	63	65	68	60	66	70	60	61	63	74	41.2	68.6	113.5	63.1
MOORESVILLE CITY	151	61	57	65	61	87	58	70	71	67	70	69	62	75	74	63	62	61	80	43.6	72.7	119.7	66.5
STATESVILLE CITY	208	59	50	60	50	80	59	61	67	60	58	58	59	69	67	62	58	54	69	39.5	65.8	109.0	60.5
SURRY COUNTY	528	64	58	64	54	83	62	66	69	62	66	67	62	74	72	63	61	63	75	42.9	71.5	117.5	65.3
ELKIN CITY	74	60	62	64	58	84	73	67	73	67	78	75	69	70	75	63	65	65	86	44.1	73.5	123.0	68.3
MOUNT AIRY CITY	115	60	61	72	58	89	65	67	74	64	72	64	63	73	77	67	61	61	80	44.3	73.8	121.1	67.3
WATAUGA COUNTY	261	64	60	72	59	85	69	70	75	68	75	78	67	77	78	70	71	61	84	45.6	75.9	127.3	70.7
WILKES COUNTY	700	59	55	65	57	84	62	63	69	63	68	69	63	71	72	64	60	65	77	42.0	70.0	116.6	64.8
YADKIN COUNTY	313	61	53	64	54	83	65	60	66	63	69	71	64	73	72	65	61	65	75	42.4	70.6	116.8	64.9

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION WESTERN

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
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10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
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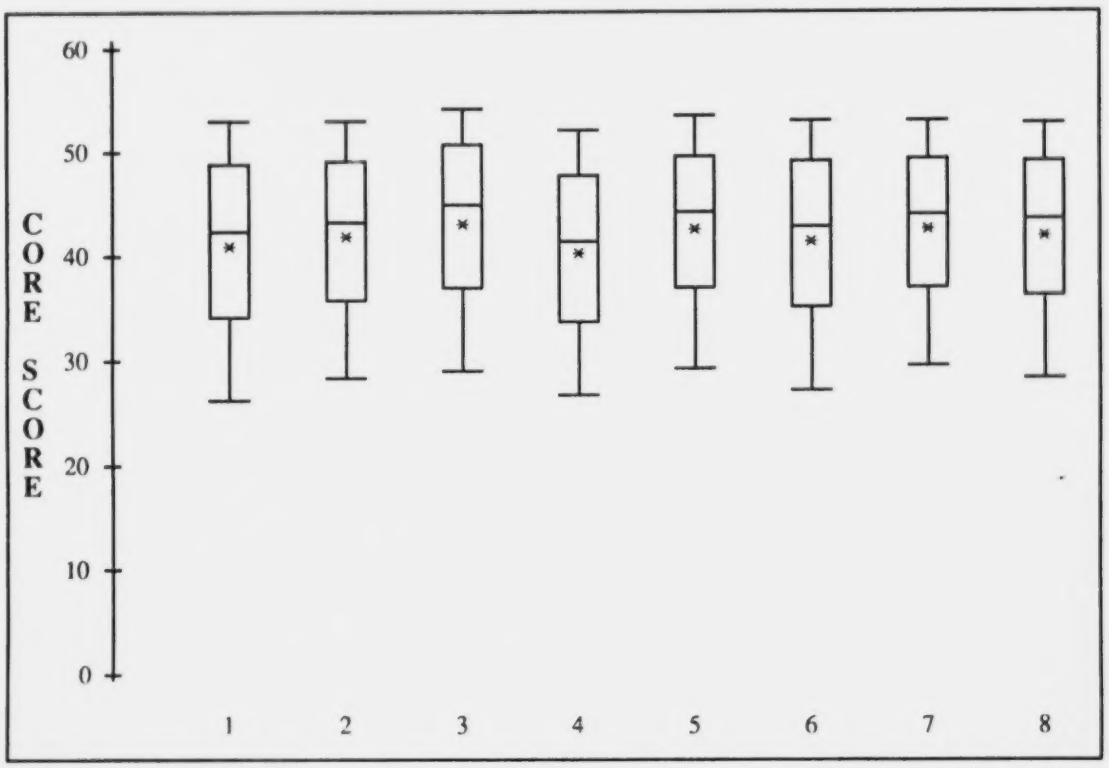
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		11	12	13	8	3	8	11	11	8	10	10	9	15	14	13	15	7	2	60	60	180	180
BUNCOMBE COUNTY	1530	62	58	67	56	84	64	61	69	63	66	67	60	69	72	65	64	63	75	42.1	70.1	117.0	65.0
ASHEVILLE CITY	272	62	53	63	47	83	59	60	66	63	66	66	61	67	69	63	62	62	74	40.5	67.5	113.0	62.8
CHEROKEE COUNTY	251	63	59	71	54	86	61	62	68	67	68	72	62	69	74	66	63	62	82	43.0	71.7	118.8	66.0
CLAY COUNTY	87	64	55	64	55	85	64	68	71	65	70	80	66	79	70	63	63	56	82	43.2	72.0	120.2	66.8
GRAHAM COUNTY	89	53	53	60	51	82	66	55	62	63	62	66	55	68	72	60	57	61	77	39.5	65.8	109.9	61.0
HAYWOOD COUNTY	530	60	56	64	51	83	58	60	67	63	63	66	61	71	69	61	59	61	73	40.7	67.8	113.2	62.9
HENDERSON COUNTY	533	64	58	69	57	84	66	63	70	65	64	67	57	73	73	68	65	61	81	42.8	71.4	118.9	66.1
HENDRSNVLLE CITY	167	62	56	67	59	82	67	65	76	67	70	73	61	74	72	69	69	59	79	44.0	73.3	121.6	67.6
JACKSON COUNTY	254	59	58	65	56	87	65	67	74	65	65	67	62	72	76	63	63	59	79	43.3	72.1	118.6	65.9
MACON COUNTY	225	66	64	72	54	87	70	68	74	64	64	69	67	72	71	64	63	61	79	43.2	72.0	121.1	67.3
MADISON COUNTY	150	63	63	66	59	91	67	70	74	70	69	71	68	81	75	68	72	71	84	46.0	76.7	126.4	70.2
MCDOWELL COUNTY	448	60	52	62	52	80	58	59	66	61	64	63	58	65	69	59	63	62	74	41.0	68.3	111.0	61.7
MITCHELL COUNTY	126	59	50	68	53	82	59	64	71	60	68	72	61	69	72	61	63	58	79	42.3	70.5	115.7	64.3
POLK COUNTY	134	61	55	64	53	90	61	62	68	69	67	67	58	66	71	58	58	61	77	41.2	68.7	113.6	63.1
RUTHERFORD COUNTY	648	60	53	66	52	82	60	62	67	65	65	64	63	70	72	61	59	61	73	41.3	68.8	114.2	63.5
SWAIN COUNTY	113	56	57	61	55	77	56	62	69	60	62	69	60	67	74	56	61	56	74	41.3	68.9	112.2	62.3
TRANSYLVANIA COUN	292	63	59	67	56	85	63	69	71	69	70	75	64	74	75	63	63	64	81	43.6	72.6	121.3	67.4
YANCEY COUNTY	166	61	51	68	54	83	57	64	67	65	61	66	62	65	71	58	59	61	78	41.4	69.0	112.7	62.6

NOTE: THREE FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE THREE FORMS (CORE). THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

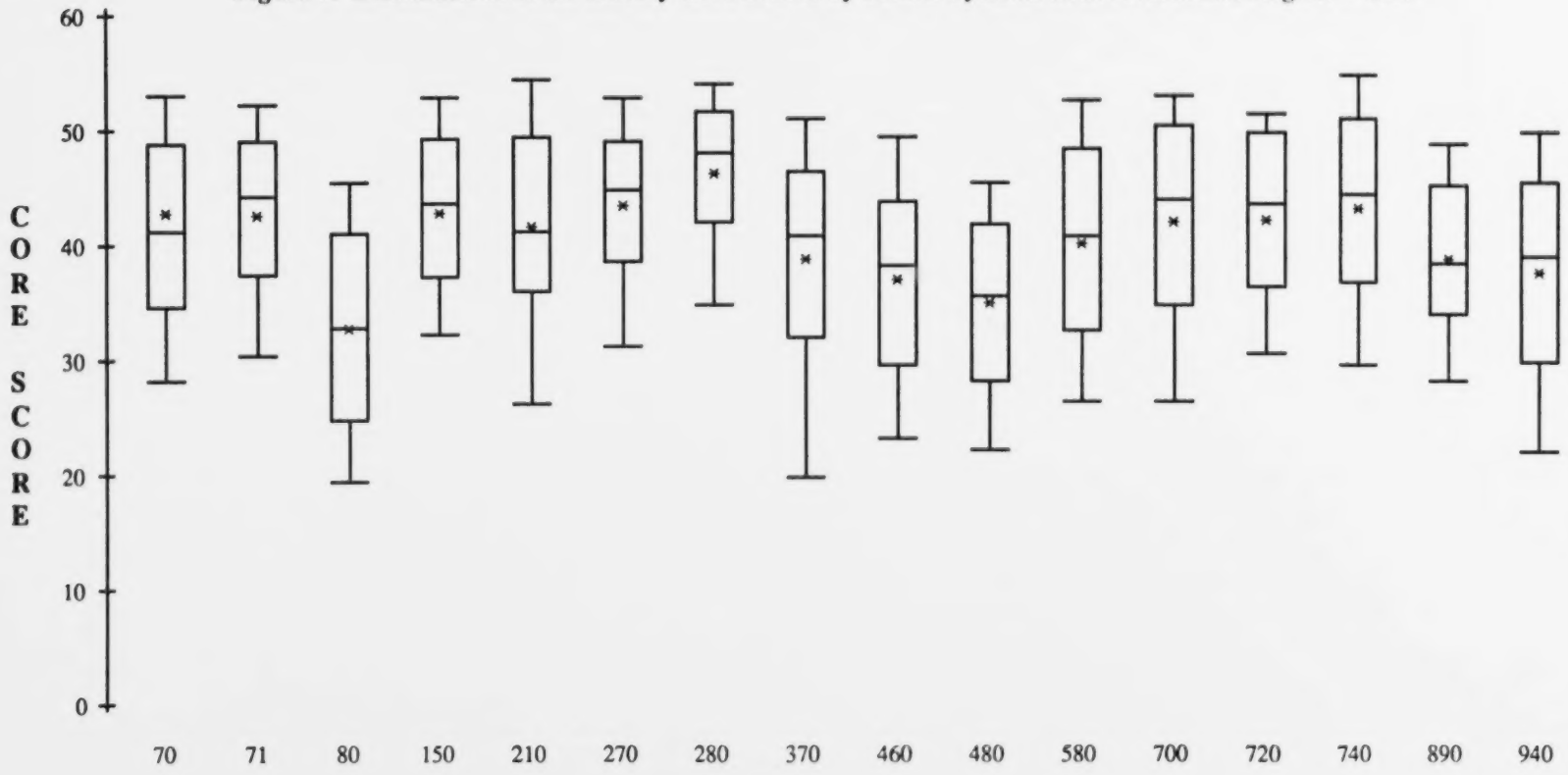
Figure 6. Distributions of US History Core Scores by Regions -- 1989



Regions :

1 Northeast	5 North Central
2 Southeast	6 Southwest
3 Central	7 Northwest
4 South Central	8 Western

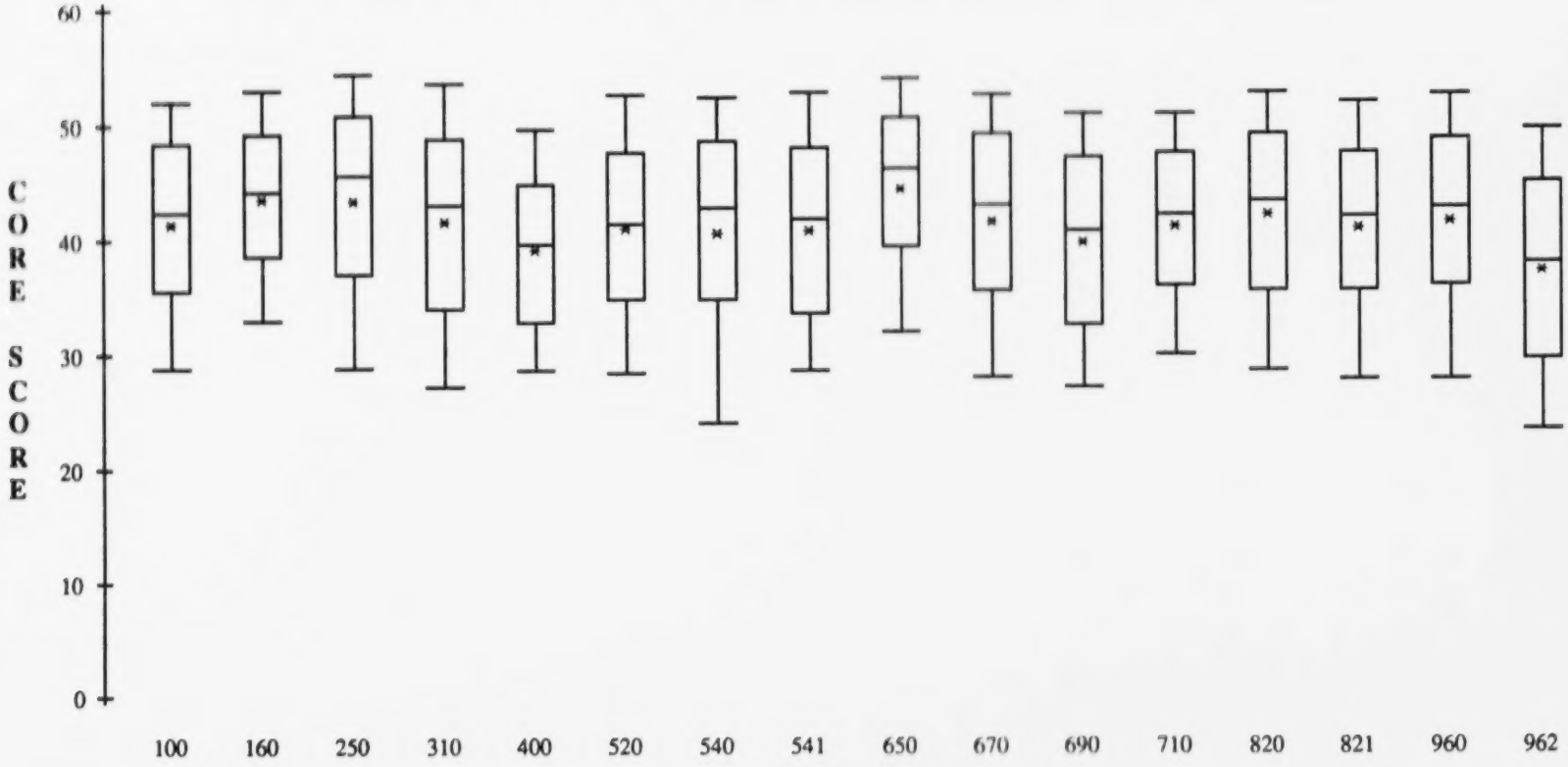
Figure 7. Distributions of US History Core Scores by School Systems in the Northeast Region -- 1989



Northeast Region School Systems:

70 Beaufort Co.	210 Chowan Co.	460 Hertford Co.	720 Perquimans Co.
71 Washington City	270 Currituck Co.	480 Hyde Co.	740 Pitt Co.
80 Bertie Co.	280 Dare Co.	580 Martin Co.	890 Tyrrell Co.
150 Camden Co.	370 Gates Co.	700 Pasquotank Co.	940 Washington Co.

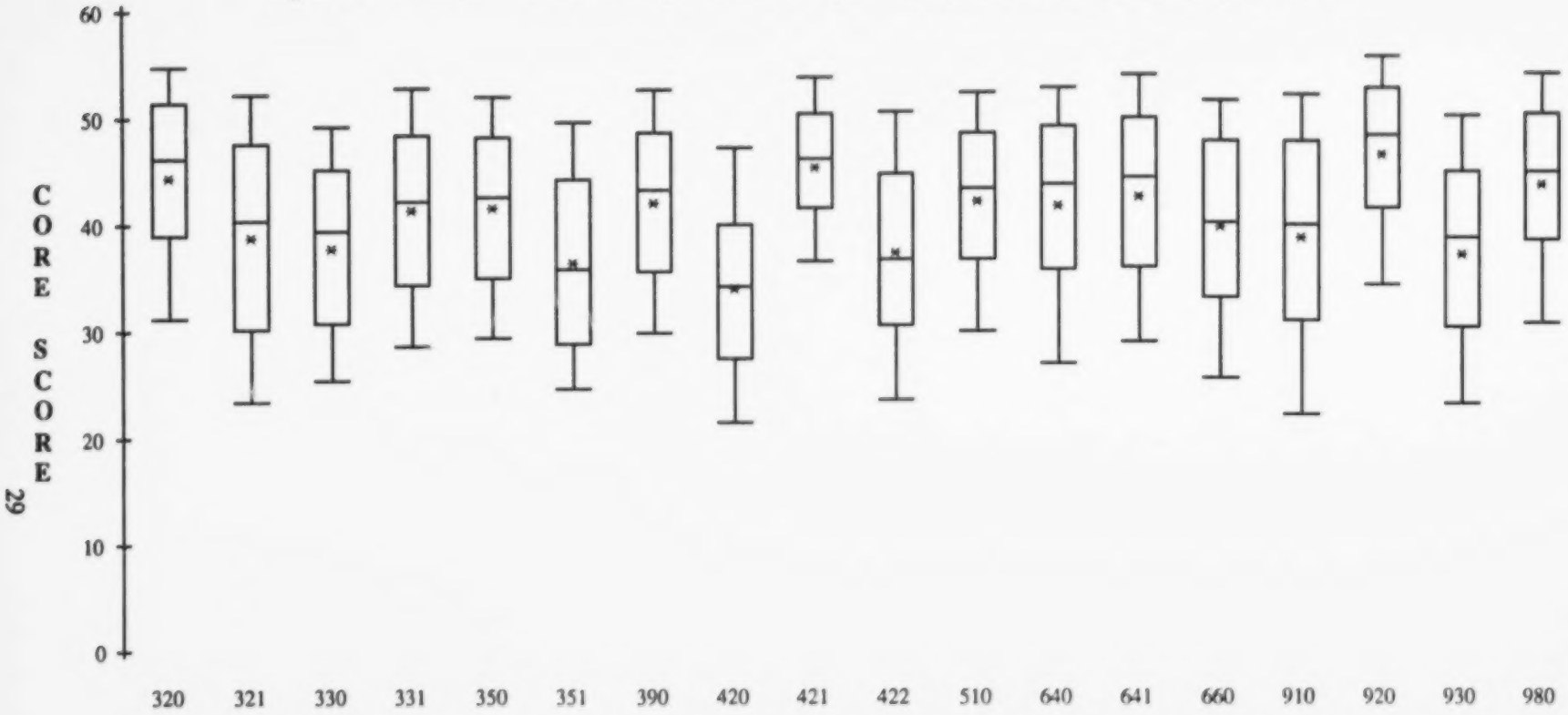
Figure 8. Distributions of US History Core Scores by School Systems in the Southeast Region -- 1989



Southeast Region School Systems:

100 Brunswick Co.	400 Greene Co.	650 New Hanover Co.	820 Sampson Co.
160 Carteret Co.	520 Jones Co.	670 Onslow Co.	821 Clinton City
250 Craven Co.	540 Lenoir Co.	690 Pamlico Co.	960 Wayne Co.
310 Duplin Co.	541 Kinston City	710 Pender Co.	962 Goldsboro City

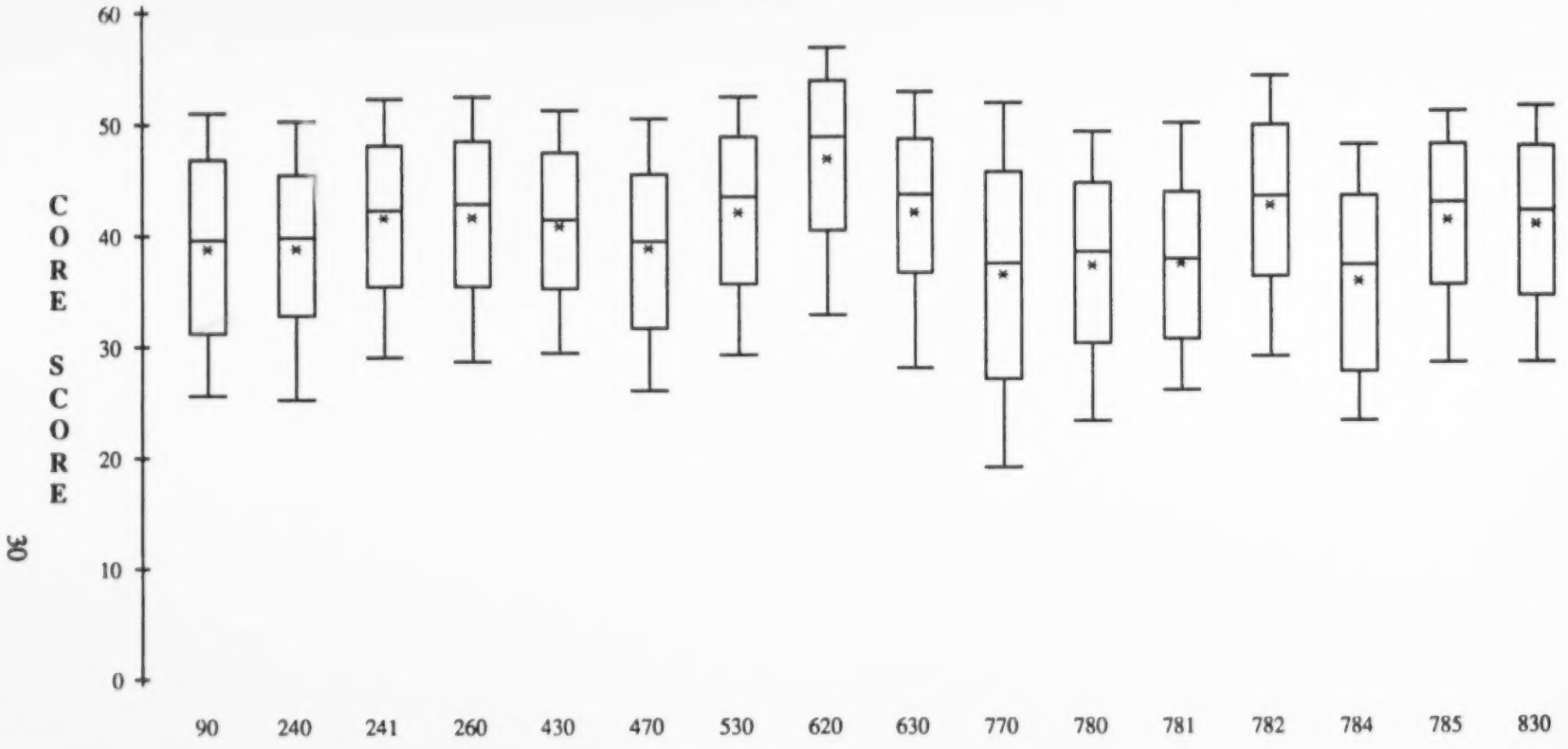
Figure 9. Distributions of US History Core Scores by School Systems in the Central Region -- 1989



Central Region School Systems:

320 Durham Co.	350 Franklin Co.	421 Roanoke Rapids City	641 Rocky Mount City	930 Warren Co.
321 Durham City	351 Franklinton City	422 Weldon City	660 Northampton Co.	980 Wilson Co.
330 Edgecombe Co.	390 Granville Co.	510 Johnston Co.	910 Vance Co.	
331 Tarboro City	420 Halifax Co.	640 Nash Co.	920 Wake Co.	

Figure 10. Distributions of US History Core Scores by School Systems in the South Central Region -- 1989

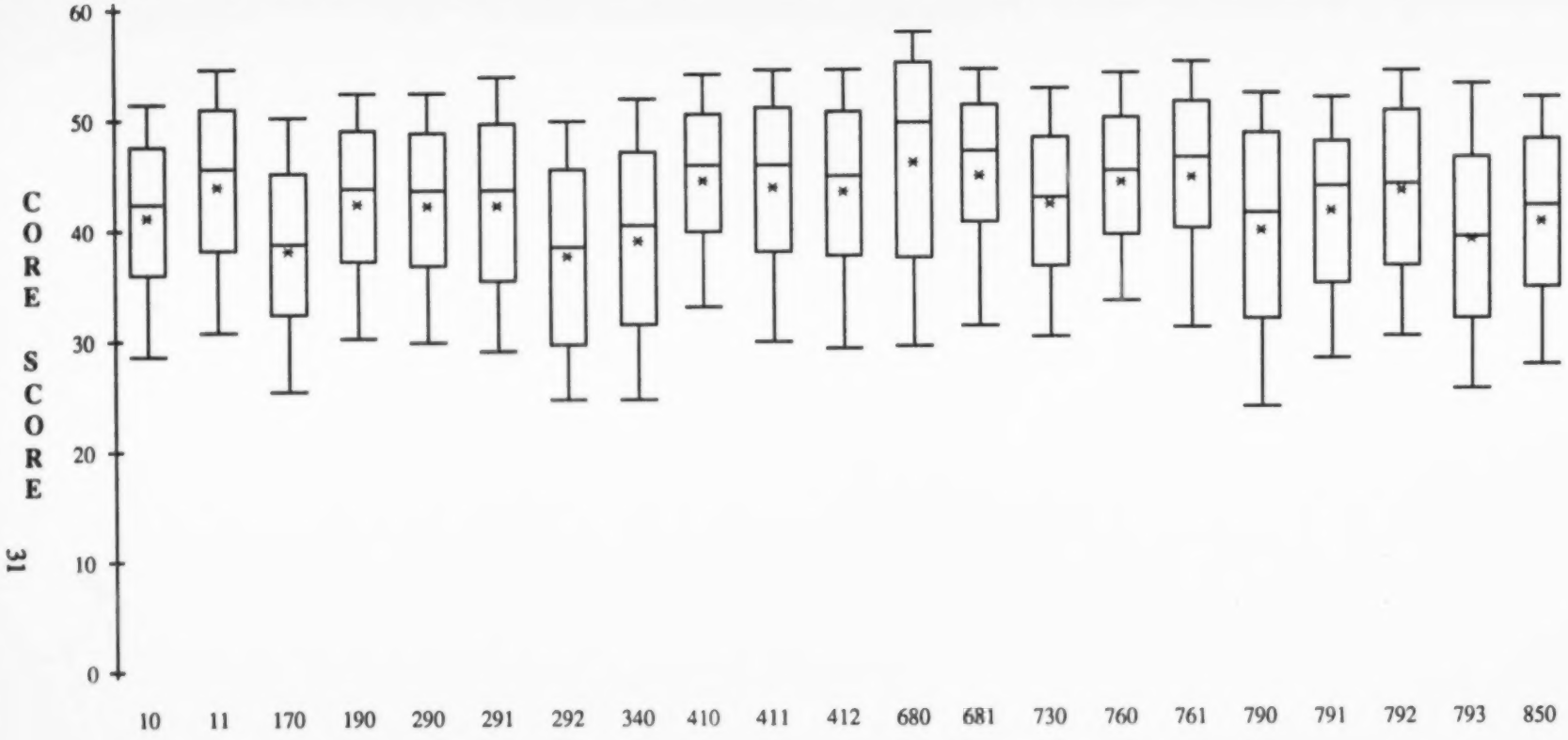


30

South Central Region School Systems:

90 Bladen Co.	430 Harnett Co.	630 Moore Co.	782 Lumberton City
240 Columbus Co.	470 Hoke Co.	770 Richmond Co.	784 Red Springs City
241 Whiteville City	530 Lee Co.	780 Robeson Co.	785 St. Pauls City
260 Cumberland Co.	620 Montgomery Co.	781 Fairmont City	830 Scotland Co.

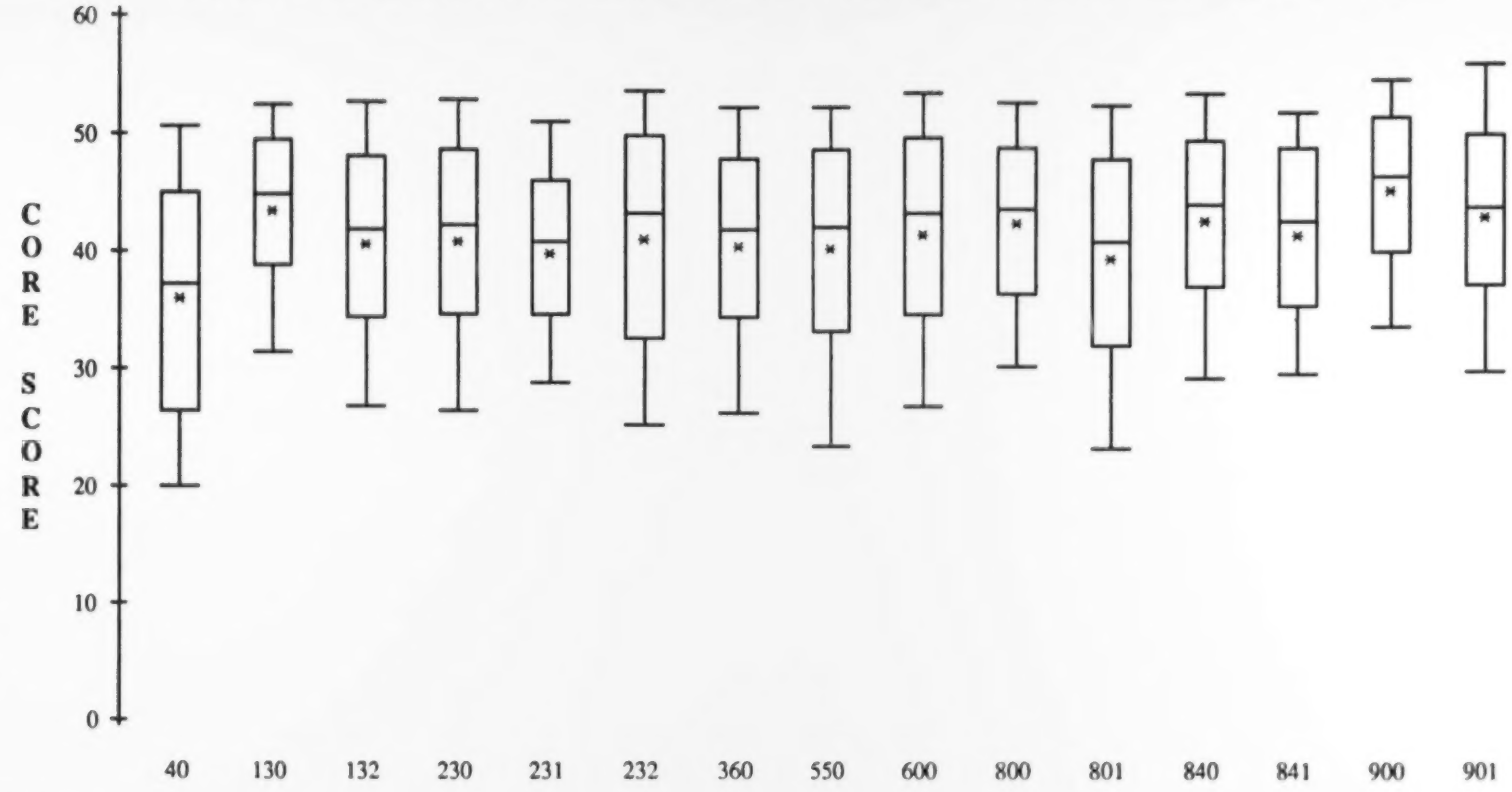
Figure 11. Distributions of US History Core Scores by School Systems in the North Central Region -- 1989



North Central Region School Systems:

10 Alamance Co.	291 Lexington City	412 High Point City	761 Asheboro City	850 Stokes Co.
11 Burlington City	292 Thomasville City	680 Orange Co.	790 Rockingham Co.	
170 Caswell Co.	340 Forsyth Co.	681 Chapel Hill City	791 Eden City	
190 Chatham Co.	410 Guilford Co.	730 Person Co.	792 Western Rockingham City	
290 Davidson Co.	411 Greensboro City	760 Randolph Co.	793 Reidsville City	

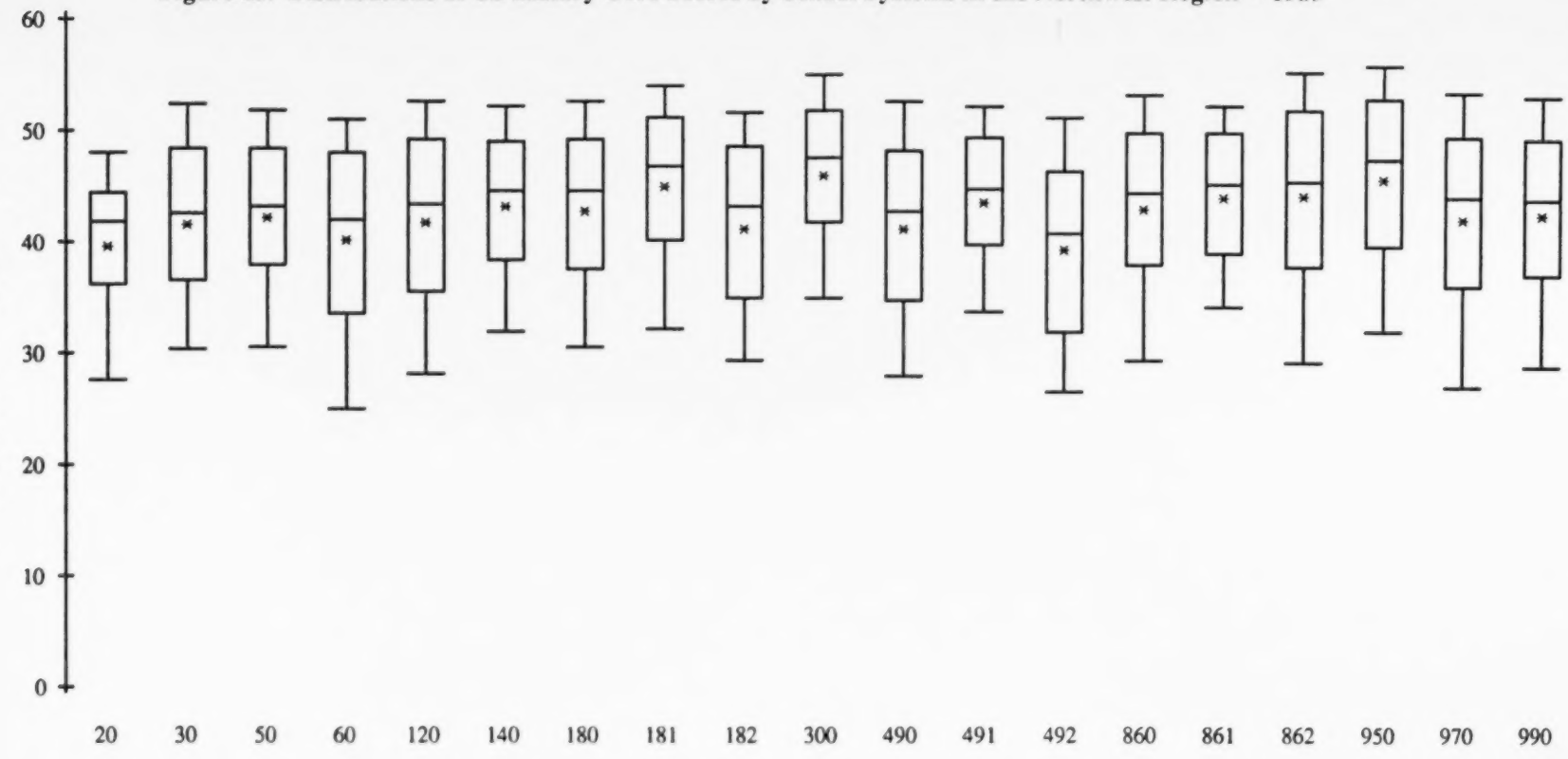
Figure 12. Distributions of US History Core Scores by School Systems in the Southwest Region -- 1989



Southwest Region School Systems:

40 Anson Co.	231 Kings Mountain City	600 Mecklenburg Co.	841 Albemarle City
130 Cabarrus Co.	232 Shelby City	800 Rowan Co.	900 Union Co.
132 Kannapolis City	360 Gaston Co.	801 Salisbury City	901 Monroe City
230 Cleveland Co.	550 Lincoln Co.	840 Stanley Co.	

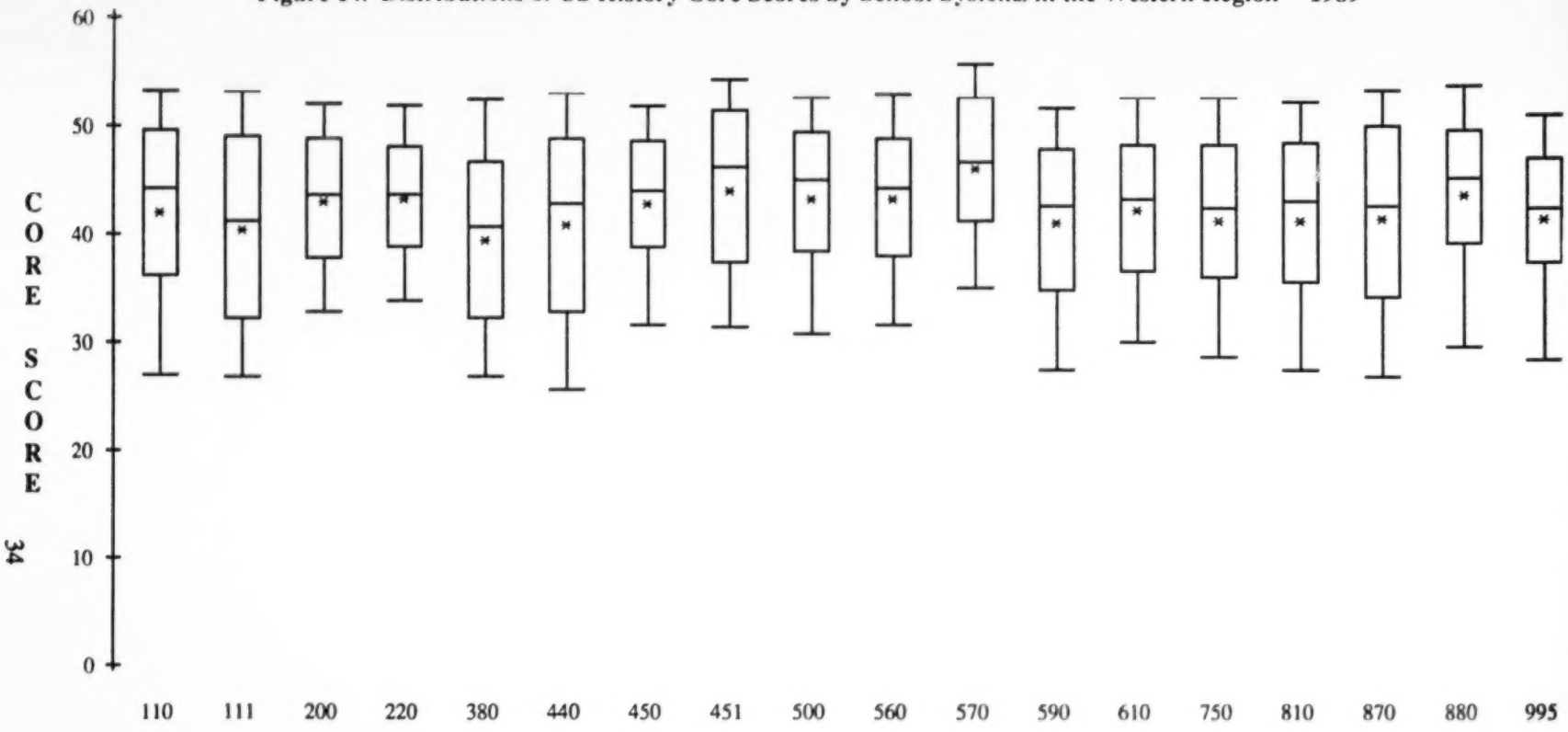
Figure 13. Distributions of US History Core Scores by School Systems in the Northwest Region -- 1989



Northwest Region School Systems:

20 Alexander Co.
30 Alleghany Co.
50 Ashe Co.
60 Avery Co.
120 Burke Co.
140 Caldwell Co.
180 Catawba Co.
181 Hickory City
182 Newton-Conover City
300 Davie Co.
490 Iredell Co.
491 Mooresville City
492 Statesville City
860 Surry Co.
861 Elkin City
862 Mount Airy City
950 Watauga Co.
970 Wilkes Co.
990 Yadkin Co.

Figure 14. Distributions of US History Core Scores by School Systems in the Western Region -- 1989



Western Region School Systems:

110 Buncombe Co.
111 Asheville City
200 Cherokee Co.
220 Clay Co.
380 Graham Co.
440 Haywood Co.
450 Henderson Co.
451 Hendersonville City
500 Jackson Co.
560 Macon Co.
570 Madison Co.
590 McDowell Co.
610 Mitchell Co.
750 Polk Co.
810 Rutherford Co.
870 Swain Co.
880 Transylvania Co.
995 Yancey Co.

STATE

Table 8

State Percentile Table for 1988

End Of Course Testing

NUMBER OF STUDENTS WITH VALID SCORES	72824
MEAN	39.9
STANDARD DEVIATION	10.0
VARIANCE	100.1
MEAN PERCENT CORRECT	66.5

HIGH SCORE	60
LOW SCORE	5

LOCAL PERCENTILES	RAW SCORE
90	53
75	48
50 (MEDIAN)	41
25	33
10	26

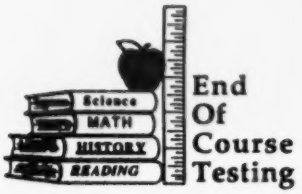
FREQUENCY DISTRIBUTION

RAW SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILE
60	76	72824	0.10	100.00	99
59	273	72748	0.37	99.90	99
58	465	72475	0.64	99.52	99
57	733	72010	1.01	98.88	98
56	1058	71277	1.45	97.88	97
55	1287	70219	1.77	96.42	96
54	1622	68932	2.23	94.66	94
53	1805	67310	2.48	92.43	91
52	1942	65505	2.67	89.95	89
51	2172	63563	2.98	87.28	86
50	2308	61391	3.17	84.30	83
49	2394	59083	3.29	81.13	79
48	2594	56689	3.56	77.84	76
47	2532	54095	3.48	74.28	73
46	2716	51563	3.73	70.80	69
45	2652	48847	3.64	67.08	65
44	2634	46195	3.62	63.43	62
43	2599	43561	3.57	59.82	58
42	2612	40962	3.59	56.25	54
41	2606	38350	3.58	52.66	51
40	2573	35744	3.53	49.08	47
39	2540	33171	3.49	45.55	44
38	2421	30631	3.32	42.06	40
37	2310	28210	3.17	38.74	37
36	2223	25900	3.05	35.57	34
35	2163	23677	2.97	32.51	31
34	2130	21514	2.92	29.54	28
33	2000	19384	2.75	26.62	25
32	1863	17384	2.56	23.87	23
31	1799	15521	2.47	21.31	20
30	1651	13722	2.27	18.84	18
29	1509	12071	2.07	16.58	16
28	1452	10562	1.99	14.50	14
27	1245	9110	1.71	12.51	12
26	1120	7865	1.54	10.80	10
25	1015	6745	1.39	9.26	9
24	919	5730	1.26	7.87	7
23	794	4811	1.09	6.61	6
22	753	4017	1.03	5.52	5
21	669	3264	0.92	4.48	4
20	501	2595	0.69	3.56	3
19	456	2094	0.63	2.88	3
LESS THAN 19	1638	1638	2.25	2.25	2

STATE

Table 9

State Percentile Table for 1989



NUMBER OF STUDENTS WITH VALID SCORES	66862	HIGH SCORE	60
		LOW SCORE	6
MEAN	42.0	LOCAL PERCENTILES	RAW SCORE
STANDARD DEVIATION	9.6	90	53.32
		75	49.40
		50 (MEDIAN)	43.51
VARIANCE	92.7	25	35.94
		10	28.25
MEAN PERCENT CORRECT	70.0		

FREQUENCY DISTRIBUTION

RAW		CUMULATIVE		CUMULATIVE	STATE
60	73	66862	0.11	100.00	99
59	245	66789	0.37	99.89	99
58	530	66544	0.79	99.52	99
57	878	66014	1.31	98.73	98
56	1221	65136	1.83	97.42	97
55	1543	63915	2.31	95.59	94
54	1814	62372	2.71	93.28	92
53	2142	60558	3.20	90.57	89
52	2444	58416	3.66	87.37	86
51	2682	55972	4.01	83.71	82
50	2843	53290	4.25	79.70	78
49	2984	50447	4.46	75.45	73
48	2956	47463	4.42	70.99	69
47	2894	44507	4.33	66.57	64
46	2841	41613	4.25	62.24	60
45	2773	38772	4.15	57.99	56
44	2600	35999	3.89	53.84	52
43	2664	33399	3.98	49.95	48
42	2441	30735	3.65	45.97	44
41	2425	28294	3.63	42.32	41
40	2293	25869	3.43	38.69	37
39	2092	23576	3.13	35.26	34
38	1927	21484	2.88	32.13	31
37	1874	19557	2.80	29.25	28
36	1717	17683	2.57	26.45	25
35	1657	15966	2.48	23.88	23
34	1493	14309	2.23	21.40	20
33	1421	12816	2.13	19.17	18
32	1267	11395	1.89	17.04	16
31	1144	10128	1.71	15.15	14
30	1090	8984	1.63	13.44	13
29	984	7894	1.47	11.81	11
28	911	6910	1.36	10.33	10
27	790	5999	1.18	8.97	8
26	714	5209	1.07	7.79	7
25	670	4495	1.00	6.72	6
24	577	3825	0.86	5.72	5
23	497	3248	0.74	4.86	4
22	474	2751	0.71	4.11	4
21	401	2277	0.60	3.41	3
20	364	1876	0.54	2.81	3
19	317	1512	0.47	2.26	2
LESS THAN 19	1195	1195	1.79	1.79	2

Schedule for End-of-Course Testing: Revised May, 1989

Subject	School Year 1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Algebra I	▨	■	■	■	■	■	■	■
Algebra II		▨	■	■	■	■	■	■
Geometry				▨	■	■	■	■
Biology	▨	▨	■	■	■	■	■	■
Chemistry				▨	■	■	■	■
Physical Science						▨	■	■
Physics					▨	■	■	■
English I: Reading & Grammar (Reading Comprehension, Editing, and Literary Terms)					▨	■	■	■
English II: Composing					▨	▨	▨	■
English III: Reading and Analyzing Literature							▨	■
Government & Economics						▨	■	■
U.S. History			▨	■	■	■	■	■
Health & P.E.							▨	■
Foreign Language (To be specified)								▨

▨ Development: Items written by N.C. teachers; edited and placed in booklets; reviewed by teachers; field tested with students

■ Testing and Reporting: Multiple forms in each class, common (core) and different items on each form, student and curriculum information